

**ASPECTS OF TEXTUALITY
IN WRITTEN ENGLISH IN AN AFRICAN CONTEXT:**

**A study of communication style and information management,
with implications for the status and use of English
as a second language.**

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I declare that I have composed this thesis
and that it constitutes my own work

ABSTRACT

In contexts where English as a second language is used for intranational communication it is a particular kind of learned language adapted to express the communicative norms of its users, and its use has an interesting affect on the textuality of writing. The thesis examines communication style and information management in written material from Malawi: traditional narratives written by school students, and reports, letters to the editor, and editorials from national newspapers in English. The study takes a broad view of textuality to examine the relations between writer, text, and audience: what the writer's text purpose is, what he considers an appropriate register to his situation, and the type, sequence, and quantity of information he sees as necessary to achieve his communicative goals.

The analysis looks at the linguistic elements selected for topical theme and "new", and other discourse functions which support the presentation of the message. A description of how these elements combine at sentence and text level to affect textuality is presented by looking at (1) the text structure, (2) lexical patterns, (3) grammatical features, (4) sentence themes, (5) patterns in the presentation of "new" within and across sentences which identify the sequence of given/new relations, and the type of supporting information included.

The description of the communicative norms of the Malawian Writer of English (MWE) establishes the code as a self-sufficient system of an intra-national variety of English. It shows that the usages in the L2 repertoire which express those norms within the socio-cultural context are strongly influenced by the L1 speech based patterns of orature. This is most clearly seen in the narratives, letters to the editor, and editorials, where the MWE presents his message by drawing on the implicit shared audience knowledge, and the implied meaning of aphorisms and formulaic phrases. Within this framework the MWE aims to make an impact on his audience by linguistic display, by clarifying his meaning through grammatical explicitness, and by adding comment to justify, or evaluate the significance of the message. The narrative schema in the text skeleton is supported by background comment from the narrator. The persuasive text structure in the letters and editorials is similar to the persuasive structure identified in the traditional narratives, where the writer supports each of his points with strong evidence to convince the audience. The basic propositional structure of reports is often enhanced with additional detail to emphasise the newsworthiness of the story. To underline the significance of a topic, or clarify his

perspective, the MWE uses heavy sentence themes, where topical theme is supported by other thematic elements. Within such a framework “new” information is highlighted by particular lexical patterns, and sentence structures which focus on, and reinforce “new”. “Given” information is repeated to allow the writer to add comment. Overall, the MWE relies on repetition and reinforcement of information, and the text argument is presented cumulatively.

For teachers of students in English medium instruction, an understanding of how the communication style and patterns of information management in L2 English relate to the communicative norms of the socio-cultural context can help in the development of writing competences to an appropriate educational goal: from intra- to international communication.

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Chapter 1

INTRODUCTION

1.1 The aim of the study

The phenomenon of language diversity in English as a second language occurs in varying forms around the world. In settings where English is used as a second language (L2), it is used as a medium of instruction in education, as a lingua franca in business and government administration, and there are few, if any, native speakers around. In such cases, the form of English inevitably takes on its own character over time, and local norms of usage evolve. It is interesting because the nature of the difference, and the effects on textuality are complex.

The complexity is based on the fact that for these populations L2 English is a learned, formally taught language. As such, the repertoire has a restricted input, it is affected by L1 transfer, and it operates at varying levels of proficiency related to levels of education. These populations require some centre of reference for correctness. The guardians of correctness in the classrooms are the teachers, examination boards, curriculum developers, and the language planners. However, in these cases, there is a wider speech community of non-native speakers outside the classroom, putting the language to use for a range of transactional and interactional purposes within a homogeneous culture. Patterns of appropriate usage are shaped by the pragmatic demands made on L2 English by the surrounding cultural norms. The result is a very particular kind of learned language, used with a distinctive style. The guardians of these norms are the elite of that community who use English. Writing, at the most stable end of the linguistic continuum, is the mode of the powerful, where norms are set (Bartsch 1987). Written L2 English in this situation functions as a communicative code and its evolution merits documentation.

The aim of this study is to identify the distinctive style which characterises the communicative norms of this code use. This means looking not only at the forms selected from the L2 repertoire, but the discourse functions for which they are used, and how these combine to affect textuality. In broad terms textuality reflects the relations between writer, text, and audience (de Beaugrande & Dressler 1981). These relations are examined by looking at how the forms create a specific communication style, and how the writer manages the information to achieve his communicative goals.

It is important to bear in mind one of the criteria for Hymes' (1971) notion of "communicative competence": acceptability. Hymes' criteria for acceptability are: what is feasible in the code, what is possible in the code, what is appropriate in the code, and what is done. The description in this study characterises these criteria in the usage of this L2 English in texts of writers of English from Malawi, East Africa. The characteristics of these criteria for the Malawian Writer of English (MWE), particularly "what is done", are of interest in this work since they will demonstrate norms of acceptable usage in the construction of text.

This introductory chapter will outline the issues to be considered. They involve establishing a perspective on the status and use of English as an L2 in the world in general and in Africa in particular. With reference to Malawi, the issues arise from the interrelations between the type and styles of inputs to users of English as an L2, and the use of this English in the written mode based on the communicative norms of an intra-national audience. Having outlined the issues to be addressed, I set out the approach to the questions raised.

1.2 L2 English in the world

It is clear that the global sociolinguistic reality of the spread of English and the spread of literacy necessitates some kind of assessment of the status, form, and function of English (Strevens 1980, Ferguson 1982). We are not concerned here with populations using English purely for communication with others outside their country, as a foreign or international language. Nor are we concerned with areas where diachronic change is to be expected in speech communities physically distanced from the original first language (L1) community through migratory processes, such as in North America and Australasia, where English remains the L1, and assessments of the status, form, and function of English have been made.

This section raises issues related to the status, form and function of L2 English in Anglophone countries where there is the same phenomenon of physical distance, but there are widely used languages in contact, and affecting each other. Here, English may be a dominant part of a multilingual's repertoire in the sense that it is a language selected for a significant range of different types of interactions, ranging from formal to informal.

1.2.1 Background to Status

In Anglophone countries in Africa (e.g. Nigeria, Ghana, Kenya, Malawi, Zambia) and Asia (e.g. India, Pakistan, Singapore) the historical and political background

obviously influences the language. Where English has come into use out of necessity as a trading language, it has often become a pidgin (Nigeria). Where English has come into use as a language of colonial administration and social advancement, it has been more common for English to be retained after independence as a medium of instruction. This has been confirmed over time by language policies, influenced among other things by the UNESCO report on fundamental education (1953, reviewed by Bull 1964). This report set out the right of everyone to education in their mother tongue, but suggested that where the mother tongue is not a language of wider communication, instruction should employ a second language to enable access to the world body of knowledge.

For some with no colonial relationship with Britain (Ethiopia, Somalia), the acquisition of English is synonymous with acquiring an education, paid employment, and thereby prestige. But for others this aim conflicts with the problem of how a national identity is to be developed through national use of an indigenous language.

Historically, L2 English has followed a life cycle (Moag 1982a). This begins with “transportation” (introduction of the language), moves to “indigenization” (when the new variety becomes distinct from the parent variety through contact with the local culture), then “expansion” in use and function (by more than just an elite), and ends with “institutionalisation” (the acceptance of new norms in education and administrative use). In some cases there may be subsequent restriction of function, so that English is once again displaced to the status of “foreign” language by the modernisation of a local language, e.g. Bahasa Malay in Malaysia, and Swahili in Tanzania. These countries now have English medium education at tertiary, if not secondary level. Other countries, such as Sri Lanka and Brunei, which had moved away from English medium education after independence, have now reinstated it (Moag 1982b). Matters of nationalism may be involved here. Once political and linguistic independence have been established, political and economic interests mean the former colonial language can be reintroduced on new terms for required purposes, as in the case of Singapore (Pakir 1991), where expatriate teachers have been imported to maintain “standards” (McCrum, Cran & MacNeil 1986).

In India, of the two official languages, Hindi is less popular in the southern states, where the regional languages are flourishing with their own scripts, and literatures. English, here, is both a neutraliser and a symbol of prestige when used well, since “the more roles a language can open up for a speaker, the higher its position” (K K Sridhar 1982:151).

The range of different views on the status of L2 English is reflected in the many adjectives for its function and use world wide. The labels for function include “additional”, “auxiliary”, “community”, “national”, and “international” (Moag 1982b). The classic markers of status for learners of English are “native”, “second” and “foreign”. Some, like Prator (1968) would argue that there is no distinction between “foreign” and “second”: you are either a learner or a native speaker. The choice of label is important, since it reflects attitude both to the language and the user. Where the function is as a language of intra-national communication there is support for the “institutionalisation” of L2 English in a number of speech communities (Lowenberg 1984, Kachru 1990, Vavrus 1991). It is suggested that the users are taking ownership of the language for their own purposes and this has led many to the view that there are a number of “new” Englishes developing (Pride 1982a, Platt, Weber & Ho 1984). Characterisation of these L2 features is therefore significant to the establishment of status.

Despite the range of labels, the most dominant remains the “native”, since it has the strongest normative pull. The domination of the metropolitan “native” standard of the language is shown graphically in the Kachru (1988,1990) model, (see Figure 1.1). The concept is based on Daniel Jones’ “cone” model (1926 cited in Kachru 1986). This aimed to show the range in phonetic variation from a point, with the caveat that “as we near the apex, the differences which exist are so small as to be noticed only by the finely tuned ear”. Kachru’s aim is to illustrate the significance of the spread of English, but it has the effect of highlighting the conventional and traditional point of reference for the standard language and its norms - in the “inner circle” (the apex) of native speakers, representing the central modelling point of the standard (Bartsch 1987). To this point the value “acceptable” or “appropriate” is assigned, and from this point there is a range of acceptance, and, by implication, a range of linguistic security.

This centrality of reference to a standard, modelled by native speakers, remains a central issue to L2 English in the world. The position of English in different communities varies over time, but the “native” variety, and the pedagogic descriptions of it, remain powerful, because they have prestige, and provide identifiable goals for learners.

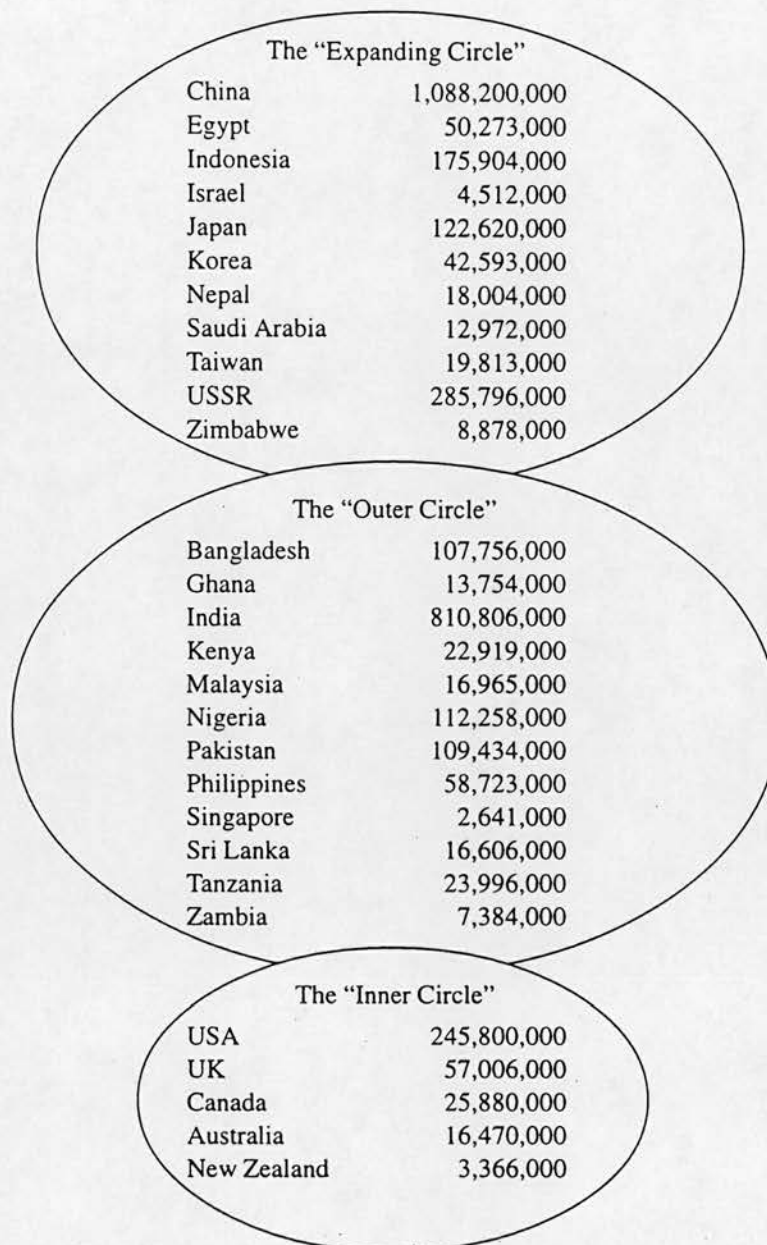


Figure 1.1: English in the world (Kachru 1990:4).

1.2.2 Form

It would seem an essential aim of any language teaching to develop the student's ability to carry out effective communication with others. The teacher's focus has generally been on "difference" in form, in the sense of divergence or deviation from the norms of metropolitan (British/American) forms and use. Many descriptive studies of L2 English (Sey 1973, Nihalani, Tongue & Hosali 1979) have functioned as study guides, or lists of errors, to be used as whipping sticks that teachers can chastise their students with. Interestingly, there are similarities in the form and use of these L2 Englishes, irrespective of L1 background. Ellis (1985) describes a three

stage learning process, where the learner (a) assimilates new forms, (b) sorts out the form/function correlation's, and (c) systematically restricts forms to certain functions. This suggests the repertoire reflects what is easily learned and widely used, as the learner assimilates forms and selects those appropriate to his own pragmatic functions in communication.

Two major criteria for effective communication are intelligibility and acceptability (Halliday, McIntosh & Stevens 1964). If English is to function as a language of wider communication, then intelligibility is obviously very important. The introduction of "Indian and British English" (Nihalani, Tongue & Hosali 1979:viii) advises "Indian users of this book will do well to notice the peculiarities in their English and avoid those which may damage communication with other speakers of the language". These comments show the centrality of form to the "intelligibility" of English in such communities. The question arises: intelligible to whom? The components of intelligibility are complex, relating to both form and use (Smith & Nelson 1985). The Smith and Nelson survey of intelligibility studies distinguishes three types of intelligibility: "Intelligibility" signifies word/utterance recognition, "comprehensibility" signifies word/utterance meaning (locutionary force) and "interpretability" signifies recognition of the meaning behind the word/utterance (illocutionary force). There is definitely a significant distinction between "hearing" and "understanding". A common problem in cross cultural communication arises from pragmatic variation in the perlocutionary force of an item, e.g. "Sorry", expressing apology for an action on the part of the speaker in British or American English, but expressing sympathy for another's misfortunes in African English (Sey 1973, Platt, Weber & Ho 1984, Jowitt 1991).

The need for international intelligibility was one of the Prator's (1968) main arguments against the description of language learning processes as being anything other than of a foreign language. Language laboratories were prime vehicles for native speaker models as guidance for international intelligibility. 20 years on Quirk (1988) allocates this prime modelling function to the media. We will return to this question of modelling in more detail in our review of the literature on L2 English. Broadly we can say that familiarity through media exposure assists in coping with differences between British, American, and Australian English, be they phonological, lexical, syntactic or pragmatic.

There is a hierarchy of types of variation acceptable to native speakers (Hudson 1980). Maximum variation is tolerated in phonological features, followed by lexical

features, with least toleration of syntactic variation. If we accept that frequency, and judgements of acceptability are strongly associated (Greenbaum 1988a), then such media exposure familiarises an audience over time so that they recognise the points at which variation may occur. Problems may arise with a different audience, and when variation occurs at different points in the discourse, or at different linguistic levels, influencing features of textuality.

The status of the code is involved here too. Acceptability of variation is greater when the user is perceived to be following the appropriate norm in the opinion of the receiver (Greenbaum 1975). Mutual intelligibility is the aim of communication, but one-way intelligibility can occur, documented, for example, between urban dwellers and rural traders in West Africa by Wolff (1959). For language teachers, useful criteria for intelligibility are the prestige of the code selected for the purpose, and the proficiency with which it is used (Davies 1989) because they both imply acceptability. The point here is that what is accepted is what has prestige. What is accepted is also related to level of proficiency. Where local usage of English is attributed with status through the use of a title, as, for example, "Standard Singapore English" (Gupta 1986), the stated characteristics are generally that it is written, formal, produced by highly educated users, and totally reliable in terms of acceptability. This description implies the code has prestige and is used proficiently.

Questions regarding prestige and proficiency have to be raised in the process of establishing the perspective on the status, form, and function for the description of those features in the L2 English. The assessment of proficiency is related not only to level of education but also what the learners' aims are. These will depend on the function the L2 English fulfils, and thus the motivation for its use.

1.2.3 Function

In general terms, the mode of language spread determines the function of a language. This function shapes the motivation for learning and hence the attitude to the language. The econo-cultural mode of spread means the language enables access to the cash economy, and implies instrumental as opposed to integrative motivation for an L2 learner (Lambert & Gardner 1972). In this situation, the L2 learner has neither need of, nor desire for, the "cultural baggage" of the language. Where the language is used in wider intra-national domains than education and business use, a useful term is "expressive" motivation (Pride 1982b). Based on Jacobson (1960), this is defined as the need to express one's own culture. So it is possible to have a combination of primarily instrumental and expressive motivations as reasons for use.

Where English is used as a medium of instruction, Prabhu (1989) extends the view of the passive “mathetic” function of English, for observation and learning (Halliday 1975b), to a pragmatic one, for getting things done. This is an additional enabling function for the user: to be a giver of knowledge and information as well as a receiver. The expressive motivation for the learner and the pragmatic function of the language are important factors. Acceptance of these notions shifts the emphasis from learning the code, to using it, and the processes of language change.

Questions arise concerning functional “goals”, and the “ownership” of the language. Obviously the goals the users have will determine the models they aspire to and the norms they follow, and shape the characteristics of the L2 code. The spread of English implies English is acquiring “multiple ownership” (Kachru 1986, Smith 1987b). In this case, Kachru (1986) suggests that whether a variation is labelled an “error” or an “innovation” is very much a matter of attitude. Indeed the debate on “new” Englishes is very emotive, centring on questions of identity and prestige. Labov (1970) established the criteria of social range to justify variation and acceptability to users for group solidarity. A similar argument is raised for what Kachru calls the process of “nativization” (Kachru 1987). This is described as “the result of productive linguistic innovations determined by localised functions of the L2 variety”. The theoretical questions of whether we are dealing with a variety in its own right can be addressed in linguistic terms relating to stability, functional range, norms, and processes of standardisation.

The establishment of a teacher’s perspective on L2 English has to take into account the official status of the language in the speech community, the forms of the learned language which are used, and the functions the language performs for the users.

The issues raised for discussion on status, form and function of L2 English in the world have to be related to more specific points with regard to L2 English in Africa, and Malawi in particular

1.3 L2 English in Africa

In Africa, as elsewhere, the position of English is quite diverse. Colonial legacies have obviously influenced the use of English as a medium of instruction. On the positive side, English is seen as a language of neutrality between tribal languages, and providing opportunities for unity, education, administration. For example, in Zambia, it is used as a medium of instruction from the beginning of primary school (Kashoki:1978:31). For some, the expressive function of L2 English enables cultural

influences to be recognised and preserved. Novelists like Achebe have become famous for moulding English to "African experience". Tutuola is notorious for using English to express his native language and culture in a poetically "deviant" way.

SiaticHEMA (1985) reports that in Lusaka (Zambia), the esteem in which English is held depends on the level of education of the user. These views are strongly related to the urban/rural divide. There are positive attitudes to it from those who are educated and have a job, and negative attitudes from those who fail and have no job, whose traditional culture and personal identity are threatened.

Other writers see English as a continuance of colonial rule, for example Ngugi now only writes in Kikuyu. Such writers feel that English will kill the African personality and they are calling for the standardisation of suitable vernaculars (Kapwepwe cited in Serpell 1978:432). In Nigeria, some suggest that pidgin be given official status, in place of standard English (Bamiro 1991). Bamgbose (1991) takes the view that that politicians should consider languages which would fulfil three criteria: be ethnically related, national, and international. He reports that the OAU is working towards replacing English, French, and Arabic as languages of inter-African communication with Swahili and Hausa. Some have called for the adoption of Swahili as a pan-African language, and others the use of French. Both suggestions constitute a rejection of the dominance of English (ibid:59), but there remains no unanimity among African countries as to the desirability of removing languages of wider communication for educational purposes.

In educational terms, medium of instruction is of prime importance, not only for the learning of English, but for general cognitive development. Bokamba has the support of many others in the view that high failure rates in African secondary schools and university admission examinations are directly related to proficiency in language of instruction (Gbedemah 1971, Apronti 1974, Afolayan 1976, Bokamba 1976, Bokamba & Tlou 1977, cited in Bokamba 1982). Those for whom the English language has cognitive functions must be considerably fewer than the total number of speakers in the L2 situation. In many countries using English as a medium of instruction, the highest level of education for 85-90% of pupils is primary level (UNESCO 1977), therefore it seems against the interests of national progress and wasteful of financial and human resources to use English as a medium of instruction at this level. A small intelligentsia of culturally alienated people is being created who use, and expand the use of English, precluding the development of African languages to serve as media of education and languages of wider communication.

However, the diversity of vernacular languages in Africa remains a problem for language planners aiming to educate the student in the mother tongue where possible, and giving instruction in a language of wider communication, where the mother tongue is not such a language. The fact remains that it is English the parents want their children to learn in school (Akinvaso 1991), since literacy in a non-native language is a determiner of social stratification in Africa (Goody 1986, Gortach 1991).

This is a long term problem for Africans to solve. The current situation means that for many African children pre-school multilingualism is the norm. Multilingualism in oral communication is thus a fact of life, but literacy in the vernaculars is problematic for many.

Before the advent of literacy and formal education, systems of informal education were highly developed, and children acquired primary knowledge in a mathetic process through observation and participation in life itself (Goody 1982). In this mode moral lessons are given through story telling. In oral culture words are powerful realities, skill with words is held in high regard, and good speech manners are taught by example (Albert 1972). In the current formal school tradition there is a dislocation between home and school life, as the linguistic threshold has to be crossed between home and school language. Some suggest that control of the L1 is necessary before the control of the repertoires associated with education are acquired (Todd 1983, Duran 1987). Studies on the use of an L2 as medium of instruction in immigrant communities in Europe suggest that the student's cognitive development is best served by establishing literacy in the mother tongue, before literacy in the second language is acquired (Cummins 1979). Secondly the cognitive threshold between the oral symbolisation of experience and the written mode has to be crossed. Writing decontextualises information in the sense that it is discontinuous with the practice of everyday life for most people.

The division in attitudes between views on speaking and writing is shown in language attitude surveys of Africans, (Jibril 1982, Schmied 1985, 1990a, Daborn 1990a). These suggest that the L2 users think it acceptable to speak a local variety of English, but necessary to write a more internationally acceptable form of English. This confirms the view that writing has high status, and is predictable, given that for the average user, most writing in English is done in the formality of educational or business contexts.

The medium of instruction is of prime concern in Africa where there is a tension between the acquisition of a lingua franca and the maintenance of the African identity. Having looked at English as an L2 in Africa as whole, we can now consider Malawi in particular, and issues arising relating to the inputs for learning English, and writing output.

1.4 L2 English in Malawi

Malawi was a British protectorate for 68 years until 1964 when it became independent. It is a small country by African standards, about the size of Britain, with a population of 8 million. Formal education began in 1875, when the first missionary school was established (Banda 1982). The current status of English in Malawi is that of official language together with Chichewa, a Bantu language. Chichewa was a lingua franca in the police force in the former Central Africa Federation, and has been modernised. Chichewa is taught as a subject, and used together with an appropriate regional vernacular, such as Chitumbuka, as the medium of instruction at primary levels. English is used as medium of instruction from secondary school upwards, and widely in the civil service, and business. It is seen as an enabling language for access to higher education and employment, hence access to the cash economy.

The main sources of oral input in the formal learning situation are teachers, with large classes and limited teaching resources. Outside the classroom the radio provides the main source of oral models in English. There is news, drama and political rhetoric. There is no national TV network. Videos are becoming more common, especially for training purposes, but overseas films on video or in the cinema are only accessible to the privileged. There is no reservoir of native speaker models available through media for use as “authentic” materials.

Input in written English is primarily from text books and library books in school. Science teaching materials are locally developed, otherwise text books are from international sources. Published written material is censored to conform with political values associated with the development of “nationhood” and a strong respect for leaders and elders. Newspapers are available in towns. There were two English language papers available at the time of data collection. There is a fair amount of Malawian writing in English in magazines, particularly short stories with everyday themes related to home and work. Plays, poetry and novels in English have limited availability due to local publishing resources. Their themes are often myths and

legends, drawing on a strong oral tradition, or “orature”, as Ngugi calls it (1987). Some of this orature has been collected by academics in written English (Schoffeleers & Roscoe 1985). Some, in Chichewa, dealing with traditions and customs, is studied in secondary schools (e.g. Makumbi 1975), but most of the orature is passed on by word of mouth in the L1.

Apart from the written English input, this strong framework of traditional values modelled in the orature provides input for the types and styles of L1 communicative competences. To share a culture is to share a set of critical attitudes towards conventions of social behaviour, just as to belong to a speech community is to share the same critical attitudes towards language use. It is therefore likely that transfer from the L1 affects not only of linguistic selections, but also styles of communication, reflecting the perceived roles of writer, text and audience.

As in any L2 English, the input is register specific, and in the output the meanings from these registers are adjusted to the needs of everyday expression (Gorlach 1991).

The acquisition of writing skills for both L1 and L2 learners is more than a matter of grammatical knowledge. It is a developmental process, moving from basic narrative, to descriptive, and then expository text construction (Kress 1982). The construction of written text involves a series of decisions and choices made by the writer influenced by the subject matter, context of situation, context of culture, audience, level of education and linguistic competence of the writer, so the text is a record of those choices (Flower & Hayes 1981).

This means that in the output of the Malawian writers of English, (MWE), developmental features of the writing skill are involved together with the restrictions inherent in the L2 English repertoire. As far as models for the written output are concerned, account must be taken of the oral and written input in English mentioned above, but also of the communication models in the L1 socio-cultural context.

This view is supported by two observations made while teaching English in secondary school in Malawi. The first was an awareness of difference between what I was teaching and what the students were doing with the language. The second was a reluctance to use the red pen on their written work because I could understand what they meant. The African English I was looking at represented what was possible, feasible, appropriate, and, above all, “done” in Malawi. This last criterion makes the important distinction of how the setting or audience dictates the norms of code usage, and goes some way to explain why I could understand the meaning: I was part of the

local audience, although simultaneously part of an external audience with different criteria of evaluation. The study therefore aims to generalise from these observations by looking at a range of text types to identify not just the distinctive surface features, but the norms of communication shaping the use of those forms in written text.

The data in this study is written material from educated users: secondary school students, writers of letters to the Editor, and newspaper journalists. The audience is intra-national, and the use of English as a communicative code is assumed to be intelligible to their required audience: teachers, examiners, and other Malawians. The use of the code in intra-national written mode has both an expressive motivation and a pragmatic purpose. The text of the MWE achieves an intelligibility based in general terms on an acceptably proficient use of an acceptable code (Davies 1989).

1.5 The approach to the study

Since texts are systematically organised sets of statements expressing the values of the user (Kress 1989), the style in which the L2 English code is used by the Malawian Writer of English (MWE) will reflect the perceptions of the writer regarding his text and his audience. These will include the expression of cultural values regarding interpersonal relations, the status of information, assumptions about the knowledge of the readers, and the purpose of communication. The MWE manipulates the available linguistic repertoire to fit the context of situation, purpose and participants.

In general terms, the de Beaugrande & Dressler (1981) model of textuality takes an interactional view of the communication process. The model acknowledges the influences on the construction and processing of text that can account for the relations between writer, text and audience. Use of this model will allow discussion of a range of features: from whole text to sentence level features. The question to be addressed is: What is the effect of the combined influences of restricted code and sociocultural aims of use on MWE norms of textuality?

The issues raised here relating to the L2 English concern the prestige of the language, the level of proficiency of its users, the normative pull of "central models", and the goals of use in a society where an L2 English is serving the communicative needs of a speech community. In addition to this, questions concerning the acquisition of writing skills in a second language, and their relations with the forms and communication styles of the first, have been raised.

A review of the literature on L2 English in Chapter 2 will establish the study in the context of previously reported features of form and use, with reference to the goals, models, and norms which are relevant to our analysis of the data. The oral tradition behind African cultural norms is explored to establish expectations relating to cultural influences on communication style and information management. In this process we will establish a framework of expectation for the form and use of L2 English in general, and African English in particular.

In Chapter 3 an approach to objectifying the effect of these features on the textuality of MWE will be set up. The seven standards of textuality consist of cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality, regulated by the principles of efficiency, effectiveness, appropriateness (de Beaugrande & Dressler 1981). These standards are maintained in a text by consistency of text function, register, and style of presentation of information. These create the communication style and show systems of information management. The discourse analysis concepts of information structure can account for how ideational, textual, and interpersonal language functions are placed in theme or rheme position to carry "given" and "new" information. The relations between "given" and "new" information will inform on aspects of cohesion and coherence. There is intentionality in the use of the code for specific discourse purposes. This intentionality will guide general rhetorical style, how focus on salient information is achieved, and determine appropriate register. The writers have assumptions about the knowledge of their readers which will guide the amount of information presented. These may relate to the implicitness inherent in the world of small communities (Bernstein 1964), or those with strong oral traditions (Ong 1982, Tannen 1982b) where perceptions of the status of knowledge and its manner of presentation varies from literate traditions (Gumperz & Gumperz 1981). To identify the norms of code usage we shall look at what forms are used in this particular code for what functions, and how they combine to form the text. This will describe systematicity of forms used in a range of text types.

Chapter 4 discusses samples of whole texts of each type to show their relation to oral and literate traditions. Chapter 5 presents examples of lexical selections which show how the writer deals with restrictions in the repertoire and makes salient features of the message clear. Chapter 6 examines some preferred grammatical selections which reflect the writer's position, and contribute to the clarity of the message. Chapter 7 considers thematic framing patterns characterising each text type, showing the writer's perspective on his material, and his relationship to the audience. Chapter 8

looks at how the salience of the message is established, and its relation to the quantity and type of supporting information. In the Conclusion (Chapter 9), observations from the sample of L2 English from Malawi are drawn together in a discussion of MWE communication style and information management. The findings regarding norms of usage and their systematicity may be characteristics which can be established as specifically African, based on reports from the literature, and personal experience, or generalisable to L2 English writing on a wider basis. Conclusions on the implications for status and use of L2 English in writing can then be drawn.

Chapter 2

Review of Literature on L2 English

2.1 Introduction

The aim in this chapter is to review previous studies of English as an L2 in order to establish the perspective on the features of form and usage described in this study. As we have seen the position of L2 English in the world is shaped by its political status, and how the language serves the needs of the people over time. This will affect the way the forms are modified to suit local usage.

The discussion follows a primarily historical sequence, since studies of the form and usage of L2 English have followed three broad perspectives which we will characterise as “assimilationist”, “nationalist”, and “universalist”. This range of perspectives is based on Magura’s (1984) version of a “life cycle” of English, adapted from Moag (1982a) to fit the African context. This has three stages. In Stage 1 – the user translated from his L1 in order to simulate the native speaker as closely as possible (assimilationist). Stage 2 – was the time of protest, the struggle for independence, and the need for expression of national identity through language (nationalist). Stage 3 – (supposedly current) he calls “normalisation” (universalist). These three perspectives also coincide with different priorities in Applied Linguistic analysis. The primary focus in this review is on Africa, with contextual reference to literature on L2 English in Southern and South-East Asia.

At stage 1, the political status of English as the language of education meant that studies from the assimilationist perspective focused on L1 central models. While some researchers addressed both learning and language planning needs (Hymes 1964, Fishman, Ferguson & Das Gupta 1968), most of the descriptive studies are influenced by language learning approaches, based on the assumption that L1 central models are the goal (Sey 1973, Tongue 1974, Nihalani, Tongue & Hosali 1979). The discussion will address the questions of proficiency and language knowledge. This will establish a view on what kind of modifications to the learned code may be expected. Questions raised in the introduction concerning the concept of native speaker proficiency, and aims for language learning and use are also addressed.

At stage 2, the sociolinguistic perspective relating language to context of situation becomes more dominant (Kachru 1966, Gumperz & Hymes 1972). The desire to express a national identity means the language is asked to reflect a wider range of functions in the speech community. We shall call this general viewpoint the

“nationalist” perspective. As the language becomes “nativized” in this way (Kachru 1966 onwards), the focus of studies is on local change in the language, and the emergence of local endocentric norms. Questions arise concerning the status of the deviations from the metropolitan code, and the L2 code itself. Discussion of these studies will establish a perspective on the changes the forms and usage of L2 English might undergo. In this process, general African norms of communication and the underlying values of the writers are considered.

More recently there is a degree of compromise between the prescriptive and liberal views in the perspective taken in studies. There remains an insistence on the primary need for intelligibility for the purposes of international communication, but there is greater acceptance of, and respect for the L2 English’s capacity to carry the local cultural identity (Williams 1987a, Cheshire 1991). This is a broader view of the functions of English as a world language. We shall call this the universalist perspective, and this is the view we would like to concentrate on. It means that the features of learned forms and sociocultural use described at the previous two stages are combined. The universalist view point is that the code is comprised of more or less stable forms of learned language, and the writer selects those forms from his L2 repertoire which are appropriate to the specific discourse purposes of that L2 English speech community.

We will thus establish expectations for the form and use of the code in this data from Malawi, where our prime focus is on how the characteristics of textuality are shaped by the writer’s purpose and the lexical and syntactic features of the communicative code.

2.2 The assimilationist perspective

2.2.1 The criteria

The assimilationist perspective assumes that the learner/user wishes to learn English L1 forms and emulate L1 models. Studies of L2 English from this perspective are strongly influenced by language learning research. They focus on the characteristics of the learner’s transitional competence, and the influence of the L1 (Corder 1967, 1971), error analysis (Richards 1974, Corder 1981), the learners approximative system (Nemser 1971), interlanguage features, and fossilization (Selinker 1972). These criteria raise questions regarding the language learning process and the status of the learned output.

The first part of this section discusses descriptive surveys of L2 English in general, pointing out lexical and syntactic deviation, and their effect on the style of code use. This is followed by discussion of studies on proficiency levels achieved in Africa. Finally teachers' goals and learners' targets are considered in the context of the notion of "native speaker" proficiency.

2.2.2 Surveys

General surveys of issues relating to language teaching and planning in West and East Africa were collected by Spencer (1963,1971), Gorman (1970), Ladefoged, Glick & Crier (1972), Whitely (1974), Bender, Bowen, Cooper & Ferguson (1976). Other surveys focusing on form and usage in the L2 English speech community include those on Indian English by Kachru (1966) Filipino English by Llamzon (1969), English in Singapore and Malaysia (Platt & Weber 1980), and Nigerian English by Banjo (1971).

Some relatively large scale surveys of lexical and syntactic features of English were made in the 70s which are of particular interest to this study. They look at Ghana (Sey 1973), India (Nihalani, Tongue & Hosali 1979), and Singapore and Malaysia (Tongue 1974). Sey's study uses an error analysis approach to the interference between Akan and L1 English. He suggests "the surest way to kill Ghanaian English, if it really exists, is to discover it and make it known" (1973:9). In his view "To identify features of Ghanaian English would be to offer them to the educated Ghanaian to avoid", since the educated Ghanaian user likes to be hyper-correct. There are similar purposes in Nihalani, Tongue and Hosali's (1979) study, and Tongue's volume on English in Singapore and Malaysia (1974).

The attention paid to lexical, syntactic and stylistic characteristics in these studies provides useful insights into the learner's problems, and helps to set this study in the context of L2 English as a learned language. For example, Platt Weber & Ho (1984) discuss the common features of L2 Englishes at lower levels of proficiency seen in the confusion between countable/uncountable nouns, male/female pronouns, and the definite/indefinite articles. Variation in preposition usage is often attributed to L1 interference (Adesenoye 1979), but similarities in these variations are reported across L2 Englishes. An example from English in Singapore and Malaysia reports "They were discussing about politics" (Tongue 1974:84). Examples of "discussing about" are also found in Indian vernacular English (Nihalani, Tongue & Hosali 1979:67), Papua New Guinea English (Platt, Weber & Ho 1984: 84), and Educated Ghanaian English (Sey 1973:51). The occurrence of such similarities in different contexts

suggests that the variation is due to overgeneralisation as much as L1 transfer. These studies provide a reference point for comparison of the general features of L2 English from different parts of the world, because they describe a range of examples of what is learned and widely used.

Confirming this, Sey sees the Ghanaian as “disadvantaged” in the sense that a native speaker has “intuitions” about the language. He comments that lexical collocation problems and overgeneralisation of syntactic rules “are common to any L2 learner of English”. He suggests that the principle cause of error is the assumption that meaning resides more in the word than in the relations between words and structures. The learner receives a word in one syntactic frame, and fails to appreciate syntactic and stylistic restrictions on its use. For example, the words “consider”, “think”, “ruminate” have the same referential relations, but not the same privileges of occurrence. The language learning process is thus not an accumulation of entities but the process of learning how to bend the target language forms to the service of the intended meaning (Rutherford 1987).

Regarding style, Sey notes that in common with other primarily oral cultures, high value is placed on rhetoric. Good English in Ghana is flamboyant, and rhetorical, producing a “high flown” style in writing. This is demonstrated in an example from an Editorial cited in Sey’s study of Educated Ghanaian English.

In the bid to beat down to the barest minimum, the fantastic degree of influx of the rural population into the cities (especially school leavers in Accra) in the midst of uncertainties, odds, and all the attendant social and economic problems and evils, we have always held the view that the only possible way out is to establish industries at vantage areas in rural districts. (Sey 1973:160)

There is a tendency to verbosity, and preciosity: a preference for learned words and phrases where “everyday words would be more appropriate”. Such features of L2 English style are also reported for Indian English (Nihalani, Tongue & Hosali 1979), English in Singapore and Malaysia (Platt & Weber 1980), and Nigerian English (most recently, Jowitt 1991). A useful view on this kind of style characteristic is Widdowson’s (1979) distinction between “pidgin” and “babu”, which reflect two natural forces in language. These are referential force, acting in the direction of content, and poetic force, acting on the manner of expression. In pidgin, simplification of the code occurs since the primary focus is on transfer of content. In “babu”, the term used to describe the characteristic elaboration of the code in the days of colonial bureaucracy in India, the poetic force creates a complexity of the message form. In the Indian context, this is seen as evidence for fossilized Victorian usage, or as reflecting the influence of Sanskrit poetry (Gorlach 1991).

However, the attribution of “poetic force” in the Jakobson (1960) view is a broad one, of aesthetic and creative linguistic use. Albert (1972) describes a code of “speech manners” used by Bantu language speakers in Burundi. She reports “poetics” in this sense as the dominant force in the code. The poetic effect combines with the practical aim of achieving a communication goal, and “what works is good”. Her description of language use is supported by Sey’s comment that in Ghana some public speakers, journalists and other writers are admired more for their impressive rhetorical skill in language use, than for “the substance it is supposed to convey” (Sey 1973:7). This shows the power with which words are credited in an oral society.

The similarities in L2 forms and styles described in these studies provide a starting point of commonality between L2 Englishes as a learned code of a particular type. We return to a consideration of features of style in the discussion of “nativization” in section 2.3.2.

2.2.3 *A variety study*

Closer attention to language learning processes is paid to the code use in a variety study based on Selinker’s five characteristics of “interlanguage” (1972). Simukoko (1977) described a “Zambian Variety of English”. He defines the Zambian linguistic system as one which has deviated from target language norms due to interlingual factors: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralisation of target language rules. The notion of the learned code as a “learner’s idiosyncratic dialect” (Corder 1971) leads Simukoko to suggest that if he collected enough ideolects he would idealise out individual variation and be able to treat his group as a homogeneous speech community – conflating individual with group variation.

In his paper, Selinker accepts that there are alternative stances on the status of the non-native speaker’s code:

- 1 “Interlanguage competences can be fossilized in individual interlingual situations, but also in whole groups of individuals resulting in the emergence of a new dialect where fossilized interlanguage competences may be the normal situation.” (1972:217)
- 2 “Keith Brown (personal communication) has argued that the sociolinguistic status of the languages or dialects called Indian English, Filipino English, West African English, West African French and so on, places them in a different category from that of the interlanguage situation which I have been describing. From the sociolinguistic point of view this argument might be justified, but I am concerned in this paper with a psychological perspective.” (1972:216, note 15)

Simukoko takes the psychological perspective but gives it sociological status. Simukoko suggests that his homogeneous speech community, whose initial language input is the primary teacher's "institutionalised approximative system" (Nemser 1971), are native speakers of an interlanguage variety.

Simukoko's study is important since he is suggesting the code has a national identity, separate from the metropolitan norms, but he is armed with assimilationist tools due to the historical setting of his study. The terms "interlanguage", "variety" and "native speaker" have since been much considered in the literature. The view taken here is that the five features of the interlanguage paradigm represent contextual characteristics of the learning process from which the student takes "code rules" and applies them to "code use" (Widdowson 1979:194). Simukoko's interesting codicil is that the Zambian system operates with "rule-bending creativity", a characteristic usually reserved as a privilege for native speakers (Angogo & Hancock 1980). The problem of the status of the code as a "variety" and the notion of "native speaker" are recurring ones in language learning. They are discussed more fully in section 2.3 in relation to the nationalist perspective. Both concern notions of prestige and proficiency. We shall next look at studies of levels of proficiency in L2 English in Africa.

2.2.4 Studies of levels of proficiency

Studies of form are related to levels of achievement in the use of those forms. Studies of levels of proficiency have relevance to acceptability and hence intelligibility, whether the user's aim is to emulate L1 English models or not. They outline the characteristics of code features that occur in L2 English (see Table 2.1 below).

The table shows descriptors used by three writers at different times in relation to West Africa. Brosnahan (1958) used these descriptors to distinguish "levels" of English in Nigeria, Banjo (1971) described "varieties" in Nigeria, and Sey (1973) "stages" in his representation of a "cline of bi-lingualism" in Ghana (ranging from incipient, to co-ordinate, to ambilingualism). There is agreement across the descriptors in the linguistic characteristics of a "level" related to the same criteria: level of education, jobs, intelligibility, and social acceptability.

Studies verifying this kind of descriptor in terms of formal output include Adesenoye (1979) who looked at kinds of mistake found in writing at three job levels, and by implication three different levels of education (2 levels of judges, and magistrates).

**Table 2.1: Description of levels of proficiency of African English
adapted from Brosnahan (1958), Banjo (1971), and Sey (1973).**

Brosnahan (1958) Nigeria	Banjo (1971) Nigeria	Sey (1973) Ghana
<p>Level 1 Pidgin spoken by those without any formal education</p>		
<p>Level 2 Spoken by those who have primary school education. Most speakers of English belong to this level</p>	<p>Variety 1 Marked by wholesale transfer of phonological, syntactic, and lexical features of Kwa or Niger-Congo to English. Neither socially acceptable in Nigeria, nor internationally intelligible</p>	<p>Stage 1 Elementary School 7-10 years formal education. Clerks, shop assistants, nurses, pupil teachers, taxi and bus drivers, mechanics and tailors.</p>
<p>Level 3 Spoken by those who have had secondary school education. Marked by increased fluency, wider vocabulary, and conscious avoidance of level 1 usage.</p>	<p>Variety 2 Syntax close to that of standard British English, but with strongly marked phonological and lexical peculiarities. Spoken by up to 75% of those who speak English in the country, but with low international intelligibility.</p>	<p>Stage 2 Secondary School/Teacher Training. 12-14 years formal education. Senior clerks, junior civil servants, elementary school teachers, senior nurses, shorthand typists, newspaper reporters.</p>
<p>Level 4 Close to standard British English but retaining some features of level 2/3. Spoken by those with university education</p>	<p>Variety 3 Close to standard British English both in syntax and semantics, similar in phonology, but different in phonetic features as well as with regard to certain lexical peculiarities. Socially acceptable and internationally intelligible. Spoken by less than 10% of the population.</p> <p>Variety 4 Identical with standard British English in syntax and semantics, and having identical phonological and phonetic features of a British regional dialect of English. Maximally internationally intelligible, but socially unacceptable. Spoken by only a handful of Nigerians born or brought up in Britain</p>	<p>Stage 3 Universities and other Higher institutions. 15-19 years of formal education. Senior officers of civil service and commerce. Lawyers, medical doctors, secondary school teachers, newspaper editors.</p>

He counted the number of syntactic and lexical deviations per 1000 words. Gupta (1986) did a similar study on Singapore English. There were predictably fewer deviations in the output of those in higher status jobs, correlating with the linguistic classifications of Sey's stages 1-3 (see Table 1). In his study of Zambian English, Simukoko (1977) also found a correlation between linguistic classification and occupation, but none between linguistic classification and first language background, or sociocultural milieu (urban/rural).

Tomori (1967) made a comparative study of the writing at different levels of education of English and Nigerian secondary school students, using an analysis of T-unit length (Hunt 1964), and range of structure. A T-unit is defined as one main clause with an optional dependent clause embedded in, preceding, or succeeding it. His analysis showed variation in range of structures used and types of structures selected.

From Year 1, the Nigerian students' range of use increased steadily, compared with the English pupils remaining relatively constant. In Year 5 the number of words per T-unit in the two groups was equal. One might comment that there must be a teaching factor involved here, since in the late 60s British students in general received very little overtly structured tuition in their native language writing.

In terms of structures selected, the Nigerian students at all levels used more pre-headed groups (e.g. in the room) than the English. The English students at all levels used more clausal and phrasal adjuncts (e.g. When he left the room, Next week). The most discriminating measures of difference he found were in predication types, T-unit types, and adjunct types, suggesting variation in style preference. This suggests there is variation in structures which are available in the linguistic repertoire, and in the selection of those which express meaning in a culturally appropriate style.

While these studies relate the notion of proficiency to level of education and job description, from a user's point of view, they offer a generalisable profile of what an educated variety of average proficiency of English might be like. Banjo's descriptors also took social acceptability into account (1971). This categorisation was still endorsed 10 years later by his fellow Nigerian, Bamgbose (1982), who suggested that Variety 3 was the only plausible candidate for a Standard Nigerian English.

Opinions on social acceptability are important since they reflect norms of usage. The data in this current study is from two levels of education : Variety 2 (secondary

school, newspaper reporters, newspaper correspondents) and Variety 3 (post secondary school/tertiary education/newspaper editors). Both are aimed at an intra-national audience, and Banjo marks both as socially acceptable. By contrast Variety 4 has phonological and phonetic features which are socially unacceptable in Nigeria. Jibril (1982) endorses this view.

The cultural climate in Nigeria at the present time discourages any tendency towards a perfect native like accent, though there is no corresponding aversion to impeccable written English. (Jibril, 1982:83)

This reinforces the points made about attitude in the introduction: that standard written English may be a reasonable goal, but that it is preferable to speak English with a locally identifiable accent.

The discussion of studies of L2 English as a language learning process aiming at L1 English as a target, has shown useful examples of typical L2 English features. The interlanguage paradigm provides useful descriptors of the contexts of the learning process. The broad descriptors of proficiency are related to level of education, job, and local acceptability. If Variety 3 is both socially acceptable and internationally intelligible, what kind of language goals does the L2 English user have, and what kind of proficiency can we expect to look for?

2.2.5 Goals

The measure of production depends on the nature of the goal. This section marks the transition between the assimilationist and nationalist perspectives. We will look first at (a) ideal goals, then at (b) the targets of L2 English users. The main area of discussion centres around the use of exocentric (metropolitan) or endocentric (local) models

(a) *Ideal goals*

The main problem in acceptance of endocentric models is the attraction of exocentric norms for the purposes of international intelligibility. However, the ideal goals are expressed in very general terms. For example, an ideal African English would be “the English spoken by the educated elite, whose command of English is both internationally intelligible and at the same time identifiably African” (Stevens 1968 cited in Magura 1984). There are other similar statements regarding goals in English in Singapore and Malaysia (Tongue 1974, Gupta 1986).

How this goal is to be achieved is not spelled out. Quirk (1988:233) maintains that for the retention of standards that are “genuinely and usefully international” we

require native speakers to perform an extranormative modelling function in the international media. We accept Quirk's view that since the international needs of English are essentially instrumental, there is little chance of endocentric models being accepted as normative guides by education ministries in countries such as India or Nigeria. Ideal goals reflect the political decisions of language planners. L2 users' targets are related more closely to the pragmatics of classroom practice.

(b) L2 English users' targets

There is great diversity of target models in L2 communities world wide, dependent largely on the user's linguistic confidence or security. In a survey of Tanzanian primary school teachers, 66% placed standard British English and RP as number one goal, and Educated East African English a mediocre solution (Schmied 1985). By contrast in India, the Philippines, Malaysia and Singapore separatist feelings are more robust.

In India, 47% of Indian postgraduates surveyed selected their own model of English as first priority, followed by British (29%) and then American (12%) (Kachru 1986:22). Asked to label their spoken English, 56% spoke Indian English, and 29% British English. In the Philippines, the models are elites, mass media, and leaders, who have plenty of exposure to a standard model (Gonzalez 1982). In a more recent survey in Malaysia, teachers of English educated in English medium, and university students educated in Bahasa Malay medium both showed strong agreement that English was needed, but disagreement over models (Soo 1990). 50.6% of the teachers preferred British English to Malaysian English, compared with only 28.1% of the students. With reference to Singapore and Malaysia, Platt & Weber (1980:197) suggest that "the only feasible norm one could expect a child to strive for is that spoken by the educated sector of his own speech community."

Recency of opinion here accounts strongly for the divergence in perceived targets. It signals the shift away from assimilationist thinking. Many writers stress the powerful effect of change on a language dislocated from its context (Kachru 1982b, 1986, Smith 1981, 1983, 1987). This has led to the suggestion that there is no inherent reason why native speaker standards for English should be imposed in non-native speaker contexts, i.e. for use in Varieties 2/3. For Malaysia it is suggested that even the Standard Malaysian English model is "increasingly difficult and unimportant to attain" (Hamida 1985:26). In India, it seems that to pretend British or American models were the targets would be regarded as "pedantic, distasteful, affected, snobbish" (Sridhar & Sridhar 1986). The overall conclusion is that each

country should reserve the right to use and mould English to its own requirements (Wong 1982, Loveday 1982, Tay 1982, Paikeday 1985, Preston 1981).

To do this, the proposal is that the mystique of the native speaker and the mother tongue may be quietly dropped from the myths about language (Loveday 1982), since the concept of the native speaker may be a valuable idealised goal for language learning purposes, but, for many students, it is “impossible and undesirable” to achieve (van der Geest 1981).

There is obviously a divergence between the pedagogue’s ideal and the learner’s pragmatic aim. It is easy to say that for English to play its role effectively in the communication network, it has to have a local norm (Adekunle 1972). It is another matter for the idea to be accepted and implemented. Equally, there will be divergence between language policies and actualities.

The sociolinguistic consensus indicates the target is not an L1 centre variety of English but an L2 variety of English. This means there is variation in models, but also in code use between speaking and writing. The broad aim is demonstrated in these words, “The goal is native-like proficiency, not speaking like a native” (Angogo & Hancock 1980). It is to use the language well, but reveal a local identity. This seems a very satisfactory compromise, as far as it goes. This brings us to a definition of the native speaker and native-like proficiency.

2.2.6 The native speaker and native-like proficiency

It would seem that the concept of the native speaker was a useful tool for the field linguist who wished to describe an unwritten language and needed a reference point, a “knower”. The field linguist’s native speaker has become the idealised native speaker of the homogeneous speech community, with a powerful normative pull.

The traditional model for the native speaker requires membership of a cultural group sharing the same ideas of appropriacy and skill to the degree of being able to repair and simplify the code, demonstrating a degree of control for effective communication (Rampton 1990). One argument in the definition is that one can only become a native speaker by birth inheritance, and another that notions of correctness are the property of native speakers.

Such knowledge gives the native speaker, or his idealisation, much power. Studies of the nature of the native speaker’s knowledge based on grammaticality judgements suggest there is little overt difference in proficiency between native and non-native

speakers at high levels (Coppieters 1987). However, non-native speakers rely more on metalinguistic knowledge to make their judgements. This suggests that native-like proficiency is a matter of knowing and using the language well. The Davies' (1991) model dissects the elements comprising the notion of the native speaker and their knowledge in such a way that the parts build up to a whole which is perfectly possible to be played by a non-native speaker.

In his model of the native speaker knowledge, Davies suggests that there are three kinds of grammatical knowledge. The individual's grammar (G1) is the *ideolect*, the *parole*, a psychological entity. The overlap of this individual's code with others in the same speech community establishes the existence of a set of norms. This is the community's grammar (G2), the *langue*, a sociological entity. This is based on the universal grammar of the human faculty of language (G3). These three kinds of grammatical knowledge map onto four other types of knowledge

- 1 metalinguistic knowledge: knowing how to generate and receive syntax
- 2 knowledge of lexis: recognising other dialect systems: differentiating between "new" meaning "not heard" and "new" meaning "invented"
- 3 pragmatic control; knowledge of discourse structure, relevant co-operative principles
- 4 some degree of performance skill/ control. (Davies 1991:85-89)

According to this model, a native speaker has membership of his own cultural group and expert knowledge of the linguistic code. Membership is generally by self-ascription, but there are responsibilities and expectations which accompany such status. In a multilingual speech community, acceptance of "expertise", in the sense of proficiency, affiliation to, or inheritance of a language, is negotiated to some extent. Native speakers recognise each other through an explicit and demonstrated acceptance of, and regard for, the norms of the speech community.

It is obviously possible for a highly proficient non-native speaker to write with native speaker proficiency if they so wish. Conrad is often cited as an example of literary excellence in the English language. International academics may acquire the appropriate genre and register use (D'Souza 1990). But this convergence of language use is not always the aim.

The discussion of the native speaker model is ongoing – it has reached the conference floor of the teaching associations (IATEFL 1993) and teachers have their own opinions. For the purposes of this study it suffices to acknowledge the importance of skill in language use, and the claiming of membership of the target speech community by demonstration of skill in language use. What is admired as

showing skill will be seen in the description of norms of usage in the MWE communicative code.

The studies discussed in this section suggest that L2 Englishes have features of a learner language, and are used in a style which values rhetoric, reflecting the influence of oral traditions. There seems to be agreement that the target proficiency level is a variety 3 English: an internationally intelligible variety of English with distinctive national characteristics. Written forms aspire more to the standard than spoken ones. The Malawian data are discussed in these terms, as representations of the local norm in writing.

The desire to modify the autocracy of the native speaker reflects the desire for more local control, or “ownership”, of the language, and the increasing influence of the notion of situation of context in communication. It seems logical to make some concessions on the autocracy of the native speaker when the goal is to provide English as a tool for learning, and as a tool for self expression. This position would also provide greater linguistic security to the non-native speaker teacher in the classroom situation. The shift in perspective in L2 English studies mirrored the tone of the politics in those countries with EL2 at the time. We shall discuss this as a nationalist perspective to establish the effect of contextual variables on the code.

2.3 The nationalist perspective

2.3.1 Politics, applied linguistics and literature

This section considers the views on EL2 taken from a nationalist perspective. These involve issues relating to politics, applied linguistics’ concerns with context of situation, and awareness of the African meaning system addressed primarily through study of African English literature. As independence movements grew in strength, there was a greater concern with the expressive and pragmatic functions of L2 English. Set against this background, the theory of “nativization” is a view of processes of language change in L2 English. It questions the status of deviation from the L2 English, and raises the possibility of the establishment of “new” varieties.

In the 50s and 60s, the concepts of black consciousness, “negritude”, and the rise of the Black Power movement in the USA was expressed in the work of African writers aiming to raise awareness of the value of their culture. The view was that the best way to preserve their culture was to present it in modern ways. This appeared in both French and English literature as an expression of wanting “ownership” not only of their own countries, as independence movements grew stronger, but also of the use of language.

In his presentation of the African world view in African writing, Mazrui (1975) cites a paper entitled "A Defence of Negritude" (Irele 1964), which claimed that "there are objective proofs of a fundamental African World system which embraces Bantu, Akan, Yoruba, Kikuyu, and Zulu together in one cultural family". A fundamental feature of this cultural family is the notion that "reason is Greek, emotion is Black" (Senghor 1964 cited in Mazrui 1975). The overstatement is used to assert difference from European ways, based on Aristotelian logic, and Cartesian mathematics. European reasoning is analytical and discursive as one looks for the logical conclusion (Ong 1982, Tannen 1982b). African reasoning is intuitive and participatory (Nkrumah 1957 cited in Mazrui 1975). Understanding is subjective (Thumboo 1985), and one "agrees" with a conclusion.

In Applied Linguistics the development of sociolinguistics from the notions of context of situation (Malinowski 1923, Firth 1957), and ethnography of communication (Gumperz & Hymes 1972) enabled consideration of socio-cultural factors and the users' world view. The notion of context of situation is crystallised in the seven features of the speech event presented by Hymes (1964, 1972): sender, receiver, topic, setting, channel, code, message form, to which he later added event, key, and purpose. To identify these features in the African context, aspects of writing and content of L2 English literature have been referred to in descriptions of L2 Englishes (Nkosi 1981, Zuengler 1982). Indeed, much of the theory of "nativization" is based on the existence of this non-native English literature.

2.3.2 Nativization

The theory of "nativization" approaches the issue of what happens to L2 English when context of cultural situation is taken into account. In the African context, Achebe has used his own special linguistic competence to mould the language to carry his own culture. He describes his approach in the well known quotation

I feel that the English language will be able to carry the weight of my African experience. But it will have to be a new English, still in full communion with its ancestral home, but altered to suit its new African surroundings. (Achebe 1964:29)

Nativization is intended to offer an outline of the socio-semiotic and linguistic phenomenon of L2 English used in such ways, as a construct for the surveys and descriptions of the kind of "new" English to which Achebe refers.

The processes of "nativisation" (Kachru 1981, Lowenberg 1984), "indigenisation" (Moag & Moag 1979), "contextualisation" (Chishimba 1983, Magura 1984), or "acculturation" (Richards 1979) involve modifications of various linguistic features.

Languages in contact influence each other at all levels. With L2 English as a language in contact with others we can expect not only transfer from L1 forms but transfer of L1 communicative competences. Nativization will affect three particular areas of discourse summarised below (Kachru 1987:131-134):

- 1 Nativization of context. The subject matter will concern the local environment and refer to local customs.
- 2 Nativization of cohesion through types of lexicalisation and collocational extension, lexical shift, hybridisation, or loan translation.
- 3 Nativization of rhetorical strategies. Authenticity is given to speech acts through use of native similes and metaphors, translation or transcreation of proverbs and idioms, use of culturally dependent speech styles, and use of syntactic devices.

These processes involve permanent additions and changes to the language reflecting the strength of cultural embedding. This will encourage new lexical collocations, syntactic innovation and code mixing, functional varieties, and the development of non-native English literature (Kachru 1986). Variations in these terms are described in collections of writings on the status and form of L2 Englishes in various countries (Richards 1979a, Smith 1981, 1987a, Bailey & Gorlach 1982, Kachru 1982, Pride 1982a, Platt, Weber & Ho, 1984).

Two studies by Zambians focus on presenting features of the “meaning system” in “African” English as a general continental concept. Drawing on examples from African novels and newspapers, they establish features of the underlying context of the socio-cultural system, and how they affect language (Chishimba 1983, Magura 1984). These features range from folkloric taboos, curses, superstitions, to interpersonal norms. The aim is to present the notion that a native norm has developed in the African use of English, seen in an underlying regularity of patterns in lexis, discourse, and style related to the sociocultural context. Sey (1973) related the features of rhetorical style to traditions of oral culture. Many of the observations on “nativization” in Chishimba’s and Magura’s studies show a similar perspective. It seems helpful to suggest that the style of usage in this L2 English is strongly influenced by the oral tradition. This is discussed in more detail with reference to the three characteristics of nativization.

2.3.2.1 Nativization of context

Nativization of context means the content will portray local customs and local environment. The ancestral tradition in oral literature suggests the purpose of the communication is primarily didactic (Ojaide 1986). Writers of literature have used

English in different ways for this purpose. Achebe (1958 onwards) used literature to make political comment, and states his aim for an international audience, saying,

The African writer should aim to bring out his message without altering the language to the extent that its value as a medium of international exchange will be lost. (1964:29)

Camara Laye (1959) used literature to romanticise traditions in his “story of early life”, Tutuola’s language (1952) on the other hand is systematic in its translation of African culture into English, mirroring African tradition with few concessions to an outsider. Ekwensi’s (1954) experiments with popular western styles consist of translating the settings, but essentially not the language (Traugott 1981). The market literature of Onitsha has a function equivalent to the Victorian “penny dreadfuls” and pre-war “shilling shockers”, which indicates that there exists a literate public reading in English at an unsophisticated level (Mazrui 1968). English has a wide functional range in this literature, and these uses of English stand as models of varying kinds.

These patterns of content and purpose are supported by observations on oral culture. The concerns of oral culture are situated in the real life world, and knowledge is situated in a context of “struggle” with life’s problems (Ong 1982). The African hero in literature is of the Camus/Kafka type, with an “Angst”, which torments him as a disintegrated personality still part of the communal world (Beier 1979). The status of knowledge varies between oral and literate cultures. In oral cultures, primary knowledge is acquired empirically, and coded knowledge is passed down by elders. Innovation and individual creative knowledge deviates from these norms, and is only acquired by disassociation, madness or inspiration (Goody 1982). Thus there is a problem in integrating new knowledge with conservative traditional views. In literate cultures, knowledge found in books has a much wider ownership.

2.3.2.2 Nativization of cohesion

The effect of nativization on cohesion appears mainly in the way lexis is used. The concept of cohesion is defined by Halliday & Hasan (1976:4) as a semantic one. It refers to the relations of meaning that exist within a text, and that define it as a text. Of the resources for different kinds of cohesive ties some are grammatical (reference, substitution, ellipsis, conjunction) and others are lexical (lexical reiteration and collocation). Lexical cohesion is arguably the strongest (Hoey 1991), since lexical reiteration maintains the significant content of the text. Shifts in lexis affect consistency of register, and re-define the correlation of form with meaning. In L2 Englishes there is collocational extension, lexical shift, hybridisation, or loan translation. Collocational extension is related to the problem raised by Sey (1973),

where the learner acquires the word without understanding the range of restrictions of occurrence.

Lexical restriction is seen both in terms of restricted learned input, and restrictions in the user's L1 vocabulary range. Chishimba (1983) draws on features of Bantu language (L1) vocabulary range to account for what he calls "implicit illocutionary acts". The effect is a kind of "semantic conflation": for example the verbs "say/tell" have the potential meaning "advise, answer, caution, claim, command, declare, inform, pronounce, announce.", the verb "ask" can mean beg, beseech, implore, request, want. Bokamba (1982:79) gives an example from a West African letter of the verb "meet", which could mean "find, meet, encounter".

It is interesting to compare this explanation with Sey's (1973) description of the learner's difficulty with the non-universal syntactic frame. In oral cultures meanings of words are controlled not by dictionaries, but by situations of use (Ong 1982). They are selected according to social context. Sey suggests that the learner has the idea that the meaning resides in the word rather than in the relation of that word with others. This suggests that a combination of oral and literate views may be involved in lexical selection.

Lexical shift relates to variation in connotation, as reported in Adejare & Afolayan (1983), and Loveday (1982), strongly influenced by Ervin-Tripp (1968). Adejare and Afolayan point out that, for Africans, the connotations of words such as "sister", "wife", "cow", "rain" are different from those for a European. "Sister" is a term used for any female acquaintance, "wife" may be one of many, "cow" signifies wealth in patrilineal societies, and "rain" means food will grow. Where an appropriate word is not found, an existing word is "hybridised" by a shift in word class. This is termed "creative use" (Magura 1984), or "coinage" (Sey 1973). Magura finds a great deal of creative use in lexis in newspapers, e.g. "discobatics", "soccerites", "scooterite". This influence of the "poetic force" on the code is admired as showing skill in language use.

These lexical shifts, coinages and loan translations tend to be specific to a particular region, whereas the lexical restrictions are common across L1 backgrounds. However, all types of lexical variation indicate the kinds of manipulation of the available repertoire the users make. They contribute to what Sey calls "preciosity", and others "style shift" in the register (Platt, Weber & Ho 1984). In his acrolect data, Magura finds a "slight difference" in syntax, lexicalisation and discoursal strategies between standard and African English varieties. Given that the language input is

primarily from the education and administrative registers, the everyday register becomes an amalgam of both, or contains hybridisation.

2.3.2.3 Nativization of rhetorical strategies

Nativization of rhetorical strategies covers three aspects of communication style. Authenticity is given to speech acts through (i) the use of native similes and metaphors, (ii) translation or transcreation of proverbs and idioms, and (iii) the use of culturally dependent speech styles, and the use of syntactic devices. The presentation reflects the intentions the writer has in relation to his purposes in communication, his audience and the message.

The code of speech manners which Albert (1972: 75) describes for Bantu language speakers in Burundi consists of “rhetoric”, defined as the norms and techniques of persuasion, “logic”, defined as the rules and uses of evidence and inference, and “poetics”, controlling aesthetic criteria. As mentioned in 2.2.2., practical and aesthetic criteria are the most important, since whatever works is good. The intentions of the text are achieved through linguistic resources compiled in such a way as to create an effect on the receiver. Hence, the admiration of the flamboyance in English prose style in Ghana (Sey 1973), Indian English (Nihalani, Tongue & Hosali 1979, Gorlach 1991) and English in Singapore and Malaysia (Tongue 1974). As mentioned above the purpose of communication in oral traditions is primarily didactic. The speaker has a dominant role as an active influencer (Crismore 1989).

The communication relies on “successful cleverness” in the use of evidence to support the speaker’s points. The text depends on interpersonal involvement for effect (Tannen 1982b) as the speaker appeals to, and attempts to manipulate the emotions of the listener. A high value is placed on the interpersonal aspect of language use (Crismore 1989). Inferences are drawn from received wisdom as shared knowledge. Chishimba (1983) suggests that the African custom is to imply meaning through reliance on idiom, proverb, ellipsis, euphemism, and indirectness. Since it is desirable to avoid assertiveness, a speaker does not presume to be the sole source of, nor take personal responsibility for, his statements, and therefore selects a proverb which neutralises the effect of the information and marks him as wise. The listener is invited to share the accepted truth value of such phrases. Oral styles are thus empathetic and participatory (Ong 1982).

African norms of politeness involve indirectness, as exemplified in the opening sequence of a letter from West Africa, where the writer of a formal letter makes enquiries concerning health, etc, before stating the purpose of the letter.

With much pleasure and respect I inscribe you this few lines and with the hope that it will meet you in good condition. (Bamgbose 1971:37, cited by Bokamba 1982:78)

In addition, Chishimba (1983) suggests Grice's (1975) maxims of quantity and relevance are flouted by markers of wisdom and age such as loquacity, ambiguity, redundancy, and obscurity. Indeed many African teachers have a penchant for obscurity as a means of invoking respect for the difficulty of their subject, (Makoni & Owusu-Ansah 1989, personal communication).

Repetition is a feature reported by several writers. Sey (1973) notes that Ghanaians are "verbose". Clarity is achieved through various kinds of repetition. This may be accounted for in terms of both language learning processes and the influence of oral traditions. Tregidgo (1987) suggests that in the L2 English writing of West Africans, the impression of wordiness and repetition is due to the tendency to avoid pronouns and other anaphoric devices in an effort towards completeness and clarity, following patterns of the L1. A similar comment is made on Swahili users by Hocking (1974). Ong (1982) reports that in oral culture, acquired knowledge has to be constantly repeated to avoid loss. Oral expression "carries a load of epithets and formulary baggage which high literacy rejects as tiresomely redundant" (Ong 1982: 32). This view is endorsed by Tannen (1982b), who includes clichés in the list. These features are also reported for written Nigerian English (Jowitt 1991). This implies that the repetition has a stylistic purpose in the communication.

These views provide a clear picture of the underlying socio-cultural norms of African communication. However they do not give a detailed picture of the forms selected for everyday language use of the learned code in the whole text. Lexical variation may account in some degree for the nativization of cohesion, but little attention has been paid to the role of syntactic variation at text level, or the study of "syntactic devices" to which Kachru (1987) refers in the description of nativization of rhetorical strategies. To select examples from African literature in English is to avoid the complaint of deviation in form in everyday language use. To set the context for the MWE data we shall consider "deviation" and then implications for the status of the code in a discussion of the criteria for the term "varieties".

2.3.3 Deviation

Deviation needs to be discussed because although the total autocracy of the native speaker may be dismissed, this is not an argument for the teacher's acceptance of every kind of variation or deviation. There is inevitably deviation from L1 English in the forms selected for use in the L2 code. The question is whether these arise from

the inherent restrictions of the learned repertoire, or are intentional selections. Consideration of context of situation with regard to L2 English has led to the suggestion that there might be a “non-culpable” divergence between L1 and L2 English. In the vanguard of writers on this topic, Kachru (1966) suggested that the divergence between L1 and L2 English in Indian English was justifiable in terms of “contextualization” processes.

Pandharipande (1986) suggests there are two types of deviation from L1 norms, “intentional” and “unintentional” (Figure 2.1). “Intentional” deviation signifies use of a register that is consciously different from everyday language in the sense that it is used for specific discourse purposes and is designed to have an effect on a hearer/reader.

“Unintentional” deviation signifies differences that arise either as mistakes (unwanted forms), or are “principled” in the sense that they are determined by social and cultural influences; whether “institutionalised” – the word used to describe usages in the formal domain – education, government etc, or “contextualised” – signifying dictated by context of situation in less formal domains.

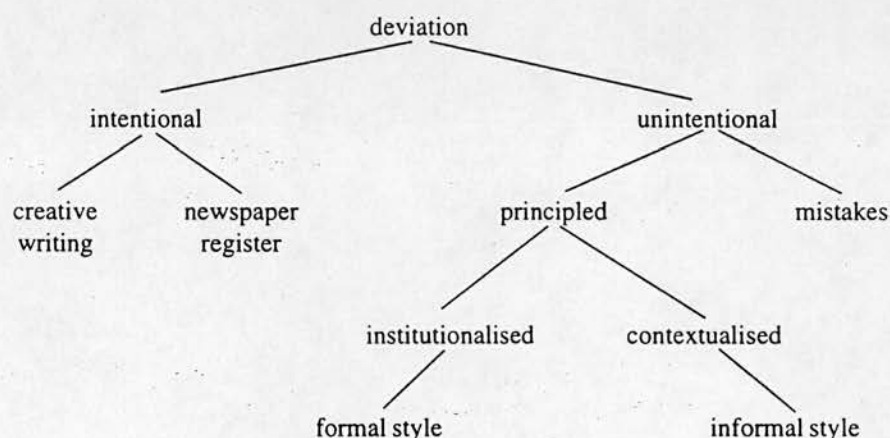


Figure 2.1: Diagrammatic model of deviation (Pandharipande 1986:155).

Other writers have labelled this kind of intentionality in deviation as “swadeshi”, meaning “home made” (Verma 1982), or simply “variation” (Mehrotra 1982). Downes’ (1984) discussion of intentionality suggests there may be a teleological intention, or a empirical cause. “Principled” deviation thus has an empirical cause. Within this category, the “institutionalised” and “contextualised” deviation is intentional since it is the language situation that determines the use. This seems to be a logical argument for the teacher’s accepting forms which do not interfere with local

intelligibility in the sense that they represent part of the norms of a speech community's usage.

Two studies give examples from spoken English of this kind of intentionality in variation (Platt & Weber 1980, Chisanga 1989). These particular examples both use fronting constituents for clarification and emphasis. One is from Singapore and Malaysia, e.g. "My secretary, she can do this for you." (Platt & Weber 1980:196), and the other from Zambia e.g. "Mr Chongwe, he has left the bank. He now works on the mines" (Chisanga 1989:69). The general comment is that while these features do not necessarily occur in all varieties of English, this does not mean that these are not useful syntactic devices if they are intelligible and communicatively effective. This seems a very valid point. It can help account for features of the linguistic repertoire being used in a particular style for a particular discourse purpose.

The other question that the theory of nativization has raised is the question of variety. If we accept these deviations, what do we then call the code?

2.3.4 Varieties and lects

As discussed in 2.2.3 Simukoko (1977) called the Zambian English he described an "interlanguage variety", with a community of "native speakers". The nativization construct has led to the notions of "emerging" varieties of English, "non-native" varieties of English, and "institutionalised" varieties of English. The latter term signifies acceptance by institutions in the L2 English country (Kachru 1976). The term variety describes a system of linguistic expression whose use is governed by situational variables (Crystal 1985). These situations are broadly regional, or occupational. In the case of L2 English the situation will also include level of proficiency, as seen in Banjo's description of variety levels, and their use carries varying degrees of social acceptability and intelligibility (Banjo 1971). This suggests that the term "lects" (Corder 1971) meaning a "grammar" for a particular situation, is also appropriate. This section discusses the relation of L2 Englishes with the terms "variety" and "lect".

Back in 1978, Fishman suggested the possibility that the influences of languages in contact might shape these L2 codes into emerging varieties. He said of the codes,

"Viewed normatively", from the point of view of "monolingual gatekeepers of language purity and correctness, these influences are interferences. However, evaluational judgements aside, these influences are the beginnings of varieties, which may themselves undergo continuous conscious, as well as unconscious development." (Fishman 1978:vii, cited in Chishimba 1983)

The important point here centres around the nature of “conscious” and “unconscious” development. One could say that any linguistic code constantly undergoes “development”, but in the traditional sense the criteria for a variety is a code which represents group usage, has functional range to satisfy communicative needs of the group, it has native speakers, and is stable (Kachru 1985).

In general terms a non-native variety of English is defined as:

A non-native variety of English is nativised to the degree that differences in its forms and functions from those in other varieties of English reflect acculturation into the linguistic repertoire and contexts of culture and situations of its speech fellowship. (Lowenberg 1984:179)

What is described here is “unconscious” development of the language. It is a view of evolution rather than conscious language planning decision. However some claims are so strong as to be more political than pedagogic in purpose. Malaysian English is “remade in the image of the mother tongue” (Soo 1990). Utilitarian English (Wong 1982) is a simplified restricted code, from which all British idioms have been removed. Its lack of Britishness is seen as a marker of membership of that community. In Wong’s view, it is eminently functional as a language of wider communication for the entire speech community. Compared to international codes like Nuclear English (Quirk 1981), or Esperanto, which are unnatural, “teacherly” languages, Wong’s view of Utilitarian English is “learnerly”. It is a revolutionary stance against imperialist English, but a reductionist approach. Since it has little functional range, it is itself a functional variety of the L2 code.

It is suggested that there are African examples of varieties with restricted range relating to language background, occupation, and social group. Adekunle (1972) differentiated between civil service English and school English. Akere (1982) would have us distinguish the different systems of English spoken by people from different mother tongue backgrounds in Nigeria as different dialects. With reference to South East Asian varieties of English divided along mother tongue lines, Moag (1982a) offers the label “lingualects”. Other varieties generally arise through a self conscious desire to appear modern and up to date (McGinley 1987, Kamwangamulu 1989, Mbangwana 1991.) This will often involve code mixing at some level, reported as a “communicative strategy” in India (Kachru 1979), and part of the student sub-culture in the Philippines (Gonzalez 1991). They are similar to the “principled” category of “deviations” (2.3.3), for specific functions.

From these examples it seems that the L2 Englishes comprise a set of varieties for use in specific contexts, but since they also indicate a range of competence in L2

English, they also fit comfortably with the notion of “lect” as a “grammar” for a particular situation.

Lect was a term defined by Bickerton (1975) with reference to his study of Creole English in Guyana to indicate different types or levels of code usage. Usage was on a continuum from basilect, signifying pure Creole, through mesolect, to acrolect, signifying the standard English usage. The concept of lect is based on the notion of *idelect* representing an individual’s speech repertoire (Corder 1971), and an *islect* representing a grammar made up of rules compatible with one another, but excluding alternatives – thus a grammar to suit a particular speech function – time, place, participants etc. But an individual can have more than one *islect* in his repertoire. In this sense the L2 English fits on a kind of creole continuum ranging from basilect to acrolect.

The difference between Banjo’s levels of proficiency and Bickerton’s *lects* is that it is not education but the interaction which dictates the selection of *lect*. The *lectal* range may well cross languages in multilingual speech communities such as we have in Africa. The well educated user employs this variation in features as they relate to functional contexts, which is known as “*lect shifting*” (Chishimba 1983). Adekunle’s (1972) sociolinguistic profile of English in Nigeria suggests Nigerians use standard English for public events and sub-standard for private events. When the need for communication in international situations arises, Jibril (1982:84) concedes that as more people in Nigeria learn English, international intelligibility will fall. But he sees this as no cause for undue concern as intra-national communication purposes will still be served, and inter-national purposes will be managed by “the same amount of adjustment to international intelligibility that a university professor from Chicago must learn to converse with a miner from Rotherham.”

For many Africans the ability to vary the L2 English code to suit the situation will develop through the course of further education, or other communication demands. Albert (1972) reports that the participants in her study have to switch registers to suit the status of the interlocutor in different communication contexts. In the L2 English context, Chishimba (1983) suggests that the well educated user will have a range of *lects* at their disposal to use as appropriate, and will not necessarily consider them as representing lower levels of proficiency to be eschewed. Thus we arrive at the notion of compromise, or accommodation, which relies on an awareness of variation, and a willingness for communication to succeed. This suggests that the African L2 English user is very aware of the notion of register appropriacy. The highly proficient L2

English user has a range of lects in his variety of English which are selected as appropriate to the context of interaction.

Selection presupposes choice, and hence a degree of versatility and control of language use. These views suggest that interesting comments on intentionality and intertextuality are to be made in the Malawian texts, especially across text types. Systematicity will be discernible, but whether it is possible to be codified in the formal way required for standardisation is another matter.

2.3.5 Standardisation processes

The requirements of standardisation are a set of norms codified and accepted within a speech community by means of dictionaries, style manuals, prototype texts, institutionalised by government use, schools, mass media, and style choice according to situation/context/ audience (Ryan, Giles, Sebastian 1982)

In Africa so far there are numerous informal studies from a range of perspectives, and a Dictionary of South African English (Branford 1980), which includes borrowings from Afrikaans, Bantu languages and slang. We still await the dictionary of West African English being undertaken by Banjo & Young (1982). It is a very complex task. For learners, it needs to indicate norms for frequency of use, acceptability among various groups of users, level of formality etc. (Gorlach 1991). There is no dictionary suggested for East Africa, but an international corpus of English is in the process of collection (Greenbaum 1988b, 1990, Schmied 1990b). We await codification. Some work has already been done on the Indian section (Shastri 1988), but it appears to take an error analysis perspective.

There are two problems for standardisation of varieties of English in Africa. Firstly the requirement mentioned in the introduction that a standard must be upheld as a range of varieties from a central point in order to guarantee transregional use and intelligibility. This centrality of focus distinguishes a standard from a set of varieties (Bartsch 1987). Secondly there is a dichotomy in models in Africa. The first group of models: lexica, grammar books, and most school readers are still exo-normative, while the second group of models: teachers, and speakers and writers of transregional media are endo-normative models. This conflict produces a basic tension between learners and their goals and models. The L2 English becomes a product of circumstances both within and outside the classroom. This lack of centrality of focus, and the dichotomy of models, together with the reported divergence in goals between writing and speaking (2.2.5), indicates that in Africa there is a set of L1

based varieties, rather than a standard. There is a range of lects within those varieties available to the well educated user.

For the teacher, it seems logical to advocate a multi-dialectal approach in the classroom on the lines of Trudgill's (1974) bi-dialectal view for native speaker education in Britain. In Britain, students are aware that the classroom language which their teacher uses and which they are supposed to produce in exams (supposedly the standard) is different from their "playground" language, the code they use among their friends and at home. Trudgill suggests that the two codes have equal value, but different appropriacies for use. Multilingual students are aware of lectal variation, as mentioned above. Teachers need to encourage and accept personal creativity of expression, while at the same time underlining the importance of the intelligibility of the message to a wider audience.

The discussion of studies from the nationalist perspective has shown an increasing acknowledgement of the importance of sociocultural context to the use of the L2 English. It underlines the variation between ideal goals and learners' targets to the extent that the L2 Englishes are products of circumstances rather than goals. The theory of nativization is supported by many studies. Variation in content, lexis and rhetorical styles is inevitable, and comments regarding African communicative norms identify many features likely to be found in the Malawian data. Such features are likely to reflect intentional deviation, as much as empirical cause. The acceptance of variation for the purposes of codification is more problematic, given the restricted nature of the input, and the variation in transregional models. The multilingual situation in Africa means that lectal variation is a fact of life. Accommodation has to occur in order to achieve effective communication. This pragmatic approach underlies the universalist perspective on L2 English.

2.4 The universalist perspective

2.4.1 *The universalist aim*

The universalist perspective acknowledges the importance of aiming at effective communication, combined with the need to express a national identity. The L2 English is seen as a functional communicative code, with the characteristics of a learned code and socio-cultural influences. This perspective is part of the "normalisation" process in Magura's third stage of the life cycle of English. It is not possible to avoid a degree of "assimilation" in the use of a world language. This may involve a combination of an adequate degree of proficiency (attention to form and

accuracy) coinciding with selection of a prestigious enough code (awareness of appropriacy/ acceptability), and skill in manipulating code patterns to a specific end.

The main areas of attention in L2 English studies from this perspective concern language learning and writing processes, contrastive rhetoric, and speech acts.

2.4.2 Language learning and writing

This section will look at the relations between language learning and the acquisition of writing ability. The widespread phenomenon of L2 English offers a large population of language learners. With regard to Singapore and Malaysia, Platt & Weber (1980) see the stabilisation of the L2 code as offering an excellent view of language learning processes as the learner's idiosyncratic dialect becomes "regular, systematic and meaningful" (Corder 1971, Ellis 1985). Following in this vein, Williams (1987a) suggests that these L2 Englishes are "Non-Native Institutionalised Varieties of English (NIVES). Since they are widespread and institutionalised, they are no longer considered learner varieties of the external native speaker counterparts.

While she takes the view that they can offer useful data for the study of second language acquisition, since the code users offer a stable speech community with "crystallised interlanguage features", Williams (1989:39) treats the code as a variety exhibiting the normal production principles of communication. These are defined by Slobin (1977, cited in Williams 1987b) as the intentions to be clear, to be humanly processible in on-going time, to be quick and easy, and to be expressive.

Williams (1987a) maintains that the code users she analyses use the code in their own ways in order to be expressive and efficient in achieving their purposes. It may thus be said this code has cultural, L1 and learner language features, and conforms to universals of communication function. The idea that users of NIVES use the code in a different way is supported by the discussion of nativization features and deviation in the previous sections, but surface characteristics of L2 English as a taught language remain important. Languages differ not so much as to what can be said in them, but rather as to what is relatively easy to say in them, based on available lexis (Hockett 1954:122 cited in Magura 1984:131). The L2 English is thus a "learnerly" variety in that the features show what is assimilated into the learned code and styles that are widely used based on socio-cultural context.

How such features of L2 English affect writing skill has been examined in comparative studies of writing skill in native and non-native speaker groups. These studies have looked the linguistic output in terms of lexico-syntactic sophistication

(Tomori 1967, Davidson 1978), measuring the ability to subordinate and use different kinds of gerund and infinitival clauses. This is related to the ability to perceive less direct relations between syntax and semantics by use of grammatical devices to maintain links (Rutherford 1987). It is also related to the perceived differences between spoken and written style (Halliday 1975, 1989, Chafe 1982). Writing has longer words, more nominalisation, greater variety of vocabulary, more attributive adjectives, fewer personal pronouns, greater use of Latin words rather than Anglo-Saxon. The definite article is used in place of deictic markers, declaratives and subjunctives in place of exclamations and imperatives, passive is preferred to active. The nature of writing as planned discourse leads to the expectation that assumptions are made explicit, there is a deliberate organisation of ideas, and there is less redundancy than in speaking (Goody 1987).

However the style of writing will depend on genre. Genres are types of oral or written interactions (Ventola 1989). They will dictate the amount of reference to the reader, number of hedges, level of abstraction (Devito 1966 cited by Chafe 1982). From her description of literacy in black American oral community, Heath (1982) suggests oral and literate traditions of expression co-exist. In the community she studied, the written input was mainly interactional and instrumental, from newspapers and so on. This was reshaped and reworded into the oral mode. Creative writing is necessarily a written mode, but makes use of features associated with oral language because it depends for its effect on interpersonal involvement (Tannen 1982). The relations between oral and written output may thus range from near identity to extreme diglossia (Goody 1987).

Apart from the separation between home as oral and school as written, and the discontinuity of the writing process with everyday life for most people, the attitude which a society has towards literacy depends on the degree of prestige which certain forms of linguistic behaviour have (Gumperz and Gumperz 1982). For example, whether good written language, or prestigious speech behaviour are held in high regard (Goody 1986).

Studies of the acquisition of the ability to write in varying genres focus on the difficulties children have in moving from the subjective narrative position to the objective position of factual reality (Martin 1985). Todd (1983) and Kress (1989) both point out the necessity for the student to acquire the "school discourse" with the attendant set of values.

Studies of writers at higher levels of ability such as university students have looked at text level features. These include Hubbard (1989) who developed a "coherence relation quotient" for a text based on Crombie's (1985) taxonomy of semantic relations. The coherence relation quotient was calculated for the academic essays of two groups of university students in South Africa, for whom English was respectively an L1 and an L2. The results correlated well with counts of grammatical cohesion markers in the same texts. The findings showed that the coherence relation quotient related to skill in writing, and was achieved to a greater extent in the L1 group. This ties in with a study of the comparative occurrence of "metadiscourse" features in textual and interpersonal material in native and non-native speaker essays by Scarcella (1984) and Intaraprawat (1988). Both studies showed these features occur to orient readers, but non-native writers use them with less skill.

Such studies of coherence and cohesion are related to the assessment of skill, rather than an assessment of how writers carry out the normal production principles of communication mentioned above. The MWE L1 communicative competence is empirically learned from oral rhetoric and the home environment. In the school context, composition is taught, and genres reflect different writing purposes. The writing process involves the use of two sets of rules: rules of grammar and rules of use (Britton 1975). In this process, the linguistic choices are made on the basis of the relationship between writer, subject and audience (Flower & Hayes 1981). Items available in the syntactic and lexical repertoire guide the process of selection (Britton 1975). The notion of "reader based" prose (Flower 1979) acknowledges the interactive nature of written communication, and requires the writer to be aware of processes of text comprehension.

The analytical framework for text analysis in this study will take these features of writing into account together with the lexico-syntactic features as documented in Sey (1973) and others. In areas related to the transition in competence from spoken to written forms, account must also be taken of nativization processes, reflecting African norms of communication and cultural sensibilities.

2.4.3 Contrastive rhetoric, and speech acts

With regard to cultural sensibilities and writing, several studies have been made on the linear patterns in cultural rhetoric in academic writing in English, and linguistic selections for the performance of speech acts in literature and spoken data.

Kaplan (1966) initiated studies of different rhetorical patterns influenced by the differing L1 patterns of his writers in English. Based on the thesis that there are differences from society to society in the ways in which the propositions of its logic may be manipulated, he characterised English text as linear and hierarchical in contrast to parallelism in Semitic text, and a preference for digression in Russian and Romance texts (1966:15). Others have looked at rhetorical variation in the writing of Germans (Clyne 1981, 1987), Koreans (Eggington 1987), Iranians (Ostler 1987), Japanese (Naosuka 1978 cited in Smith 1987b, Hinds 1987).

Kaplan (1987) has acknowledged that there are problems with the generalisability of such descriptions of cultural features. Since most of the sample texts in the cross-cultural research were from academic writing, the writers are aiming at different specialisms in academic register. In this sense, one may argue that these features reflect the acquisition of skill in a specific register (Palfrey 1991). Some argue that there is little distinction between L1 and L2 English uses of academic register at tertiary or professional levels in Indian English (D'Souza 1990, Bhatia 1992). These two studies suggest that there might be a highly nativised use of lexico-grammatical and discourse resources in literary writing, resulting from variations in sociocultural norms. However, in non-literary writing, the writer uses standardised L1 English rhetorical schemata, and archaic L1 English forms.

Nonetheless, Kaplan's thesis is a useful starting point for looking at how discourse level features are affected by L1 features at rhetorical as well as sentence/ morpheme level. Sequence in linearity is important from a discourse analysis perspective for the presentation of the writer's point of view. Observations on the logical organisation of oral rhetoric above (2.2.2, 2.3.2) suggest there will be L1 influences on the linear organisation of the discourse.

Studies focusing on forms selected for particular discourse functions in a variety of situations have used speech act theory (Austin 1962, Searle 1969). These studies use Searle's (1976) classifications: representatives, directives, commissives, expressives, declaratives to look at pragmatic norms in Egyptian English in Editorials (Reynolds 1993), informal conversation in Indian English (Valentine 1991), Indian literary English, including models of politeness, modes of address, (Y Kachru 1991, D'Souza 1991), requesting (Sridhar 1991), and the preference for imperatives over questions in directives (Tinkham 1993). Research shows that speech acts operate universal pragmatic principles, but vary in conceptualisation and verbalisation across cultures and languages (Wierzbicka 1985, cited in Reynolds 1993). The features determining

this variation are rooted in sociocultural knowledge and the ethnography of communication (Y Kachru 1991), and affect the maxims of Grice's (1975) "co-operative principle" (Reynolds 1993), as also suggested by Chishimba for African writing (see 2.3.2.3). While speech act theory can go some way to characterising the relations between writer and audience at sentence level, it cannot account for how the writer builds the propositions of his text to achieve his text purposes.

Studies from a universalist perspective have acknowledged the importance of both language learning and cultural influences, but there has been little attention paid to writing of the kind in this study without the focus being entirely on the proficiency of code use. Previous studies on lexical and syntactic selections can inform analysis at morpheme and sentential level. Nativization studies have considered content and discoursal features, but at sentential level, looking at proverbs, idioms etc. The discussion of Grice's (1975) co-operative principle in the context of oral traditions opens a very useful channel to the notions of text purpose and informativity. Speech Act analysis acknowledges variation in use determined by cultural norms, but does not address text level features. As mentioned above, textuality (de Beaugrande & Dressler 1981) takes an interactive view of the communication of text. To investigate aspects of textuality, areas of research in text level discourse analysis as proposed by Halliday (1967), Halliday & Hasan (1976) and extended by van Dijk (1977), Danes (1974) and others will be explored to establish an approach to text analysis. The text processing approach to discourse analysis enables consideration of the relationships between the linguistic selections and their positions in the text for specific discourse purposes. This will take into account both form and use for culturally directed text goals.

2.5 Chapter summary and anticipations

Within the three perspectives there are several features identified for analysis at text level in this current study. Regarding forms, the nature of the learned code is influenced by both the learning process and the user's L1, (Tomori 1967, Sey 1973, Chishimba 1984). It is interesting that these features may be due to (i) learning a word in a non-universal syntactic frame, and (ii) the possibility of restricted range in the L1 vocabulary. If the styles of code use are influenced by oral traditions, this suggests that connotations of word meaning are related closely to context of situation. Nonetheless, the possible commonality of some lexico-grammatical features of L2 Englishes and styles indicate that some characteristics of usage will be generalisable across codes (Sey 1973, Platt & Weber 1980, Nihalani, Tongue, & Hosali 1979).

The use of the code with a functional range for intra-national purposes suggests that the users in the speech community from which the data are taken are native speakers of their own varieties of L2 English (Davies 1991), rather than speakers of an interlanguage. The sociolinguistic status of this code suggests it is used with knowledge and control, and with expressive motivation for pragmatic functions. This L2 English is part of a set of varieties of African English, rather than a standard variety with a range centred around it, since there is no transregional modelling bank for Africa, and there is a dichotomy within models (exo-normative and endo-normative), and between models and goals (pedagogues and learner/users).

The existence of a number of functional varieties of L2 English suggests that the well educated multilingual has a range of "lects" at their disposal. The proficiency level of the material in the data will fall into variety 2/3 of Banjo's descriptors, which means it has intra-national intelligibility and acceptability. Since the data come from two variety levels, discussion of features across text type will also relate to developmental features of the writing skill. The deviations from the standard British English may be errors in the sense of unwanted forms, but may equally well be intentional, having a teleological explanation, or an empirical cause according to context of communication.

The nativization processes affecting the L2 English take into account the influence of African socio-cultural norms. The characteristics of the African socio-cultural norms influence the structure of the communication process. Apart from the relationship between writer and reader shaped by norms of politeness, directness, and so on, the relationship between writer and his material is shaped by the purpose of communication in a specific genre and the status of the information presented in written mode. Comments on nativization of context, cohesion and rhetorical strategies suggest several features for analysis. The text content reflects the values and concerns of the community. The rhetorical structure will reflect text purpose for particular genres. The style of presentation will show the writer's linguistic display in rhetoric, and will be primarily didactic in tone, following the "speech manners" of oral traditions. The amount and type of information presented will indicate what the writer needs to make explicit and what to make implicit based on norms of directness, and presuppositions regarding the audience knowledge. The lexico-grammatical selections from the linguistic repertoire for specific communicative functions will show the register use marking the text type, contribute to textual cohesion, and indicate what is assimilated by the learner and selected for appropriate use in the L2 code.

Rather than look at the development of skill in writing specifically in terms of cohesion and coherence, the study takes a text processing approach to what the communication purpose is, and how surface level features combine to achieve the that purpose. The following chapter establishes a framework for the analysis of these features in the textuality of the MWE data, and a set of expectations to be considered.

Chapter 3

Framework of Analysis

3.1 Introduction

In the review of literature it has been established that variation in L2 English at syntactic and lexical level is to be expected. This variation inevitably arises from interlanguage type processes central to language learning, (Selinker 1972, Ellis 1985). At the same time, it is argued that these features are part of a normal communicative code used in a non-native context. The pragmatic functions of code use are shaped by socio-cultural norms of communication. The review of the literature on nativization processes and the African world view suggested that Malawian Writers of English (MWE) have their own perspective on information and its presentation, rooted in oral traditions. This means that it is in stylistic selections among rhetorical conventions that MWE texts are likely to be marked. The aim in this chapter is to present the analytical framework for investigating these features in the data.

The analytical framework is based on features of the information structure which describe the way in which linguistic elements are grouped, and sequenced, and how salient information is presented to control the construction of the message through the text. Since the aim of this study is to identify linguistic elements used for specific communication purposes, this chapter first outlines the model of textuality to show how it can address features of the MWE use of information structure. This is followed by a theory of text comprehension processes to show how it can inform the manner in which the reader processes the elements of information structure in the text. The view of information structure and method of analysis of texts in the database is then presented. Finally the research procedures for the following five chapters of analysis are outlined to indicate the expectations concerning textuality to be addressed.

3.2 Textuality

As mentioned in the Introduction (1.5), textuality arises from the interaction of text and the social and psychological activities that human beings perform with it (de Beaugrande 1980). Account has therefore to be taken of the procedures humans use to produce and receive it. Writing is the creation of text, and the writing process is an interaction of a writer with an audience in response to the requirements of communication. The text is a record of the decisions and choices made by the writer

for the text purpose. Writing thus reflects the selections the writer makes from the available linguistic repertoire appropriate to the context of communication. These include norms for the communicative purpose, the writer-reader relationship, and attitude to information.

The seven standards or criteria for the model of textuality can be grouped as text centred notions and user centred notions (Hubbard 1989). The text centred notions are cohesion and coherence. The reader's perceptions of the cohesion and coherence of a text are based on the user centred standards of intertextuality, intentionality, informativity, situationality, and acceptability. The analysis aims to address aspects of text cohesion, and how user centred standards contribute to the perception of the text as coherent.

As discussed in 2.3.2.2, cohesion refers to the way in which a sequence of mutually connected surface features operate in text (Halliday & Hasan 1976). Cohesion is the textual component of the semantic system that specifically provides the linguistic means through which presuppositions are made. The interpretation of some element in the discourse is dependent on that of another. Specifically, the linguistic elements of cohesion are reference, ellipsis, substitution, conjunction and lexical cohesion. Some types of cohesive ties do not seem to be readily used by proficient learners, where native speakers will naturally use them (Scarcella & Brunak 1981). The use of anaphor, cataphor, exophor etc may seem unnecessarily convoluted for a learner trying to acquire the paradigms regulating which structure omissions are permissible (McCarthy 1991). Some reports have suggested that speakers of Swahili and some West African languages avoid pronoun substitution and other anaphoric devices in L2 English (Hocking 1974, Tregidgo 1987).

For Hasan (1978) cohesion arises from the stability of the contextual configuration and the interrelatedness of the values occurring within a "contextual construct", comprising field, tenor, and mode, which were the components of Halliday's definition of register (1977). The notions of stability and interrelatedness are significant to the view of cohesion adopted here. Rutherford (1987) suggests that learner cohesion is not measured by the quantity of cohesive ties, but the extent to which they fit the context and are adequately distributed through the text. The review of the literature on nativisation processes suggested that variation in lexical collocation affects lexical cohesion in the sense of consistency of register. This view of cohesion suggests that the MWE will have their own styles of showing interrelatedness in the text, and creating stability in the register. Interrelatedness is

addressed in the discussion of text comprehension processes and information structure. This will outline how the propositional relations are built up through the text, and the components of information structure can be analysed. Consistency of register can be considered in analysis of lexico-grammatical selections.

Coherence is a view of text as a relevant configuration of concepts and relations (de Beaugrande & Dressler 1981). Relevance is of primary importance as coherence draws on inference from extra-textual knowledge frames (Halliday & Hasan 1976, Widdowson 1978:28). Situationality refers to the factors that make the text relevant to the situation of occurrence. The review of the literature suggested that nativization of context means the material is relevant to the target audience, in this case an intra-national Malawian one. Acceptability is implicit in this whole discussion of local norms of usage, and "what is done" (Hymes 1971). The view taken is that the MWE texts represent examples of acceptable code usage for the intra-national audience.

Intertextuality involves the factors that make the utilisation of one text dependent on knowledge of one or more previously encountered texts. The interrelation of this knowledge with the current situation leads to the evolution of text types with typical patterns of characteristics. Intentionality in the wide sense is the way in which the text producers use texts to pursue and fulfil their intentions (de Beaugrande & Dressler 1981:116). Informativity concerns the type and quantity of information which the writer presents as relevant to his text purpose. The theory of relevance suggests that ease of processing is related to how the "new" information combines with the context of occurrence (Wilson 1992). The ease of processing depends on the relation of "new" information to what is predictable.

The regulative principles in the model of textuality are efficiency, effectiveness and appropriacy. The principle of efficiency requires that the communication is carried out with the minimum expenditure of effort by participants. Effectiveness ensures that the communication creates a strong enough impression to attain a goal, and appropriacy depends on the text's setting and the way in which the standards are upheld. They correspond in general terms to the four maxims of Grice's (1975) co-operative principle: quantity, quality, relation and manner. As mentioned in Chapter 2.3.2.3 the maxim of quantity may be flouted in African English (Chishimba 1983), and the maxim of manner: avoid obscurity of expression, avoid ambiguity, be brief, be orderly, may well be at odds with the requirement to display linguistic skill. In this case, to convey the message with maximum clarity may well involve extra detail.

The style in which the text message is presented will reflect the norms for these regulative principles and can be identified in a description of cohesion focusing on the interrelations of propositions, and stability of register. Patterns of lexico-grammatical selections for specific discourse purposes in the information structure will characterise the norms of the user centred standards which support the coherence of the text.

To investigate the features of these criteria in the Malawian data we draw on theories of text processing and information structure. Analysis of the linguistic choices made to carry out the functions of the information structure will reveal writer's perspective, and how he focuses on the salient information in the message.

3.3 Text processing

Theories of text processing and models of text structure owe much to cognitive psychology's Gestalt theory. This general view of the representation of knowledge has been used for the purposes of discourse analysis to suggest that the reader approaches the text with a combination of "top-down" and "bottom up" processing strategies (van Dijk & Kintsch 1983). In the "top down" processing the reader approaches the text with a purpose, and certain culturally driven expectations, from which he makes predictions. Useful metaphors for these expectations are "schema", signifying sequential ideational scaffolding (Anderson 1977), or "frames" (Minsky 1975), meaning representations of knowledge which allow for inferences to be made for understanding texts, "a process of fitting what one is told into the framework established by what one already knows" (Charniak 1980). The "schema" metaphor is useful for the describing the sequence of text elements. The "frame" metaphor is useful for describing how new information is presented within a framework of predictable or known text elements. Both metaphors for mental models provide a strong argument for how knowledge of the world contributes to the reader's perception of coherence.

The expectation driven, top-down text comprehension is complemented by the "bottom up" or "process orientation" (van Dijk & Kintsch 1983). The complementation process means that comprehension is built at various levels: at clause/sentence level the reader constructs a "proposition", at paragraph level the reader constructs a "local coherence" by trying to relate fragments of a new proposition to the proposition already processed, and at text level the reader constructs a "macrostructure" comprising the main propositions of the text, and a view of what the whole text is about.



If we accept the view that we are born with expectations and a propensity to look out for regularities (Popper 1963, cited in Brown & Yule 1983:62), then it is logical to suggest that text comprehension is built on argument repetition by reinstatement or inference building (van Dijk & Kintsch 1983). The writer's view is that the reader can provide the required background information. The text offers a communicative interaction, answering reader's questions, by which meaning is negotiated between text and reader. In this process the reader creates coherence and recognises textual patterns. This is confirmed by accepted views of the reading process as a psycholinguistic guessing game (Goodman 1970:93). The reader has a responsibility to read in an interactive way, but the author likewise bears a responsibility to give him sufficient cues to work with.

Central to this view of text comprehension are the notions that text structure shows a mental model or schema, the reader looks for regularities, and that the incremental increase of knowledge takes place by presentation of "new" information supported on a framework of repetition of various kinds at microlevel. The "new" information is identified as that which is different from preceding information. In discourse analysis terms the interrelation of these features creates the information structure.

3.4 Information structure

This section sets out the view of information structure used to analyse the texts in the database. The main components of information structure in this view are the notions of theme/rheme and given/new. These terms evolved from the theory of functional sentence perspective developed by scholars in the Prague School.

Functional sentence perspective allocates semantic value to different parts of the sentence according to carriage and presentation of information, termed "communicative dynamism" (CD). The "theme" comprises the initial section of the utterance and the "rheme" the remaining stage. The communicative sense of the utterance is defined in terms of the semantic function of the rheme in relation to the theme (Danes 1974:124). The communication proceeds from "given" information defined as "that which is known or at least obvious in the given situation and from which the speaker proceeds" (Mathesius 1939, cited in Danes 1974:106) to "the core of the utterance" which is "what the speaker states about, or in regard to the starting point of the sentence" ("new" information). The role of each sentence element is evaluated for its contribution to the development of the communication (Firbas 1964, cited in Danes 1974). It is the distribution of information between the two poles of "given" and "new" that endows each sentence with a functional sentence perspective

(Fries 1983) with varying degrees of focus, or communicative dynamism (Firbas 1974).

Halliday's (1967) development of the theory of functional sentence perspective as the text creating component of the language, was incorporated into his systemic grammar. Here, the three types of textual meaning he identifies, interpersonal, textual, ideational or experiential, broaden the scope of the term "theme" to include these differentiated functional elements. Theme is the grammar of discourse, and theme systems are concerned with organisation of the clause as message (Halliday & Hasan 1976:325). Information systems are concerned with the organisation of the text into units of information. Each information unit consists of two elements: the "new", which is presented as not recoverable to the receiver from other sources, and the "given", expressing what the speaker is presenting as recoverable from some source in the environment – the situation, or the preceding text.

Within the text, the textual, interpersonal, and experiential linguistic functions combine to achieve a flow of information, relating the "given" information to "new", allocated to "theme" or "rheme" position through the text. In this view, the components of information dynamics are theme systems, and information systems. These two systems, theme/rheme, and given/new, are central to this analysis.

3.4.1 Theme systems

Themes may carry out a range of functions in presenting the message. Theme systems refer to the theme/rheme division and the organisation of clauses as message carriers. Themes show what the speaker/writer regards as prominent. This section first identifies the role of theme in text and then outlines how theme systems contribute to the overall structure of the text.

The most important aspect of theme is that it is the first obligatory element in the clause. With the privilege of first position, it has two functions: to orient and maintain perspective (Halliday 1967, Danes 1974, Fries 1983). The orienting or "framing" function (Chafe 1976) is to provide "the point of departure for the clause as message" (Halliday 1967:212), to provide a "key signature" (Fries 1983). Theme will signal the way in which the information to come is to be interpreted: as important, true. The orienting role of theme shows the writer's perspective. It may do this by carrying textual or interpersonal material, as well as an ideational element.

A variable property of theme is that it may maintain perspective by carrying "given" information, or "information from which the speaker proceeds" (Firbas 1964, cited in

Danes 1974). Obviously, the first element may be orienting, but it is not necessarily "given". When it is, theme carries referential relations which establish topic continuity (Givon 1983).

Topic in this sense specifies the domain in which the predication holds (Li & Thompson 1976). Topics must be entities, in the sense of discourse topic entities, (Brown & Yule 1983) and therefore participants in the general semantic structure. Thus the notion "topical" suggests focusing on a participant noun phrase used to refer to somebody or something which is the current centre of attention. In line with the notion of the perception of regularities, Kintsch & Miller (1984) suggest that a series of sentence topics will create a semantic framework which will activate and maintain contextual features in the reader's mind, like a frame with slots to be filled with ideational material. In addition, sentential topics (van Dijk 1977:132) determine the distribution of information along a sequence of sentences. By controlling co-referentiality they play an important cohesive role by relating individuals in different propositions to the discourse topic (van Dijk & Kintsch 1983: 156).

Clause and sentence level themes fit into a larger pattern which governs the information flow within sequences of sentences. Through this process there is interaction between initial themes and grammatical subject (that of which something is predicated), psychological subject (that which is the concern of the message), and logical subject (the doer of the action) (Halliday 1985). This selection generally depends on the status of the subject as speaker's topic (Downing 1991:136).

When theme is not carrying given information, it may be carrying out another important function which is to signal a new topic or change of topic. A change in topic focus is marked thematically, referred to here as "topic shift marker". This has an orienting function in the framing process within which the local topic operates (Chafe 1976).

Theme systems thus organise the structure of the discourse, opening the text, indicating topic shifts, and closing. The Grimes (1975) term for this orientation of text is "staging" by which is meant indicating perspective and endowing prominence by the manipulation of the linear organisation of elements. Creation of a topic framework and orientation through effective staging can have a significant effect on the process of interpretation and recall (Brown & Yule 1983:246, McCarthy 1991:56).

In relation to the analysis of the MWE data, the orienting role of theme, its role in creating cohesion by maintaining perspective, and structuring discourse by indicating

topic shift are all important. Within theme, features of the linear ordering of theme elements in English will reveal the perspective or point of view of the speaker/writer and indicate how much information and of what kind he feels is required for the listener/reader to process the message in line with his communicative goals.

3.4.2 *Information systems*

Information systems refer to the way units of information are divided by intonation patterns, or punctuation in the case of writing, within which “given” and “new” information is distributed. Presentation of “new” information shows what the hearer/reader will receive as significant. The presentation of “new” and its relation to “given” plays an important part in the bottom up processing of the text and thus contributes to text connectivity, both cohesion and coherence. Guiding the presentation of “given” and “new” information is a “contract” which aims to distinguish between the two types of information (Clark & Haviland 1977). The speaker/writer is (a) to use “given” information to refer to information the speaker thinks the listener can uniquely identify from what he already knows, and (b) to use “new” information to refer to information believed to be true, but not already known to the hearer (Glatt 1982).

The distinction between what the speaker considers “given”, and “new” is marked by “information focus” (Halliday 1967). In spoken material the information unit corresponds to an intonation unit, and focus is given by nuclear stress, falling generally on the last content word of the utterance. It is accepted that while information focus is a universal category, systems employed in different languages for this purpose will vary (Abraham, Maracz, de Mey & Scherpenisse 1986:6, Miller 1994). Stress selections of L2 English speakers can disturb these expected rhythms of focus (Daborn 1990b). Platt and Weber and Ho (1984:139) describe the tonal allocations made by four speakers on the same text (British Received Pronunciation, Indian, West African, and Jamaican). Apart from individual changes in word order they made as they read, there was variation in proclaiming and referring tone, and allocation of nuclear stress to final item regardless of whether it was a functional or content word.

In written material information focus is generally given by syntactic focusing structures, “end focus”, and the linear position of “end weight” (Quirk & Greenbaum 1985). Syntax is a reliable indicator of focus here. An important characteristic of style is weighting given by word order parameters (Enkvist 1986). Information status is affected by linearity within a clause, but also by clause relations. Winter (1977)

shows that subordination is affected by the order in which sentences are sequenced. Decisions about expressing implicit or explicit text relations affect grammatical choices: additive, temporal, causative, or adversative linking, allocation of important information to a main or subordinate clause, sequence of clauses, periodic or loose structures, the use of the passive, and non-finite clauses. The writer subordinates the structure of the sentence to the structure of the text (Leech & Short 1981). The linear position and linguistic selections used for presentation of “new” will show MWE patterns of information focus.

Based on this view of theme and theme systems, “new” and its relation to “given” in information systems, I now move on to present the data and detail the method of initial analysis in the database.

3.5 The data

The database of Malawian writers of English in this study comprises 15 stories (6,615 words), collected from secondary school students, and expository prose in 10 Reports, 19 Letters to the Editor, and 8 Editorials (7,108 words) taken from Malawian newspapers. This means there is a variation in level of education of writers and a variation in text type between narrative and expository. There is also variation between the professional status of writers of news text Reports and Editorials, the non-professional school students and Letter to the Editor writers.

The secondary school students wrote the stories as part of a story writing competition at the end of second year of secondary schooling. Such students will have received at least 10 years of instruction in English, the last 3 of those being in English medium instruction. The story writing competition evolved from classroom teaching, where a story writing assignment was given to encourage fluency in writing. Large class size, especially in the 8 years of primary education, means that one of the major difficulties for the students is to acquire practice in, and feedback on, written English. Since traditional stories are well known and much told, to write one provides the opportunity to practice the form and use of English without the primary concern of content. Of particular concern to this study is the fact that, as a genre acquired from the home environment, they can shed light on the traditional rhetorical models on which MWE communication is based, and reflect the Malawian cultural norms regarding the notions of rhetoric, logic and poetics discussed in 2.3.2. The stories database is divided into three sections comprising different types of stories. They are labelled “K” for Kalulu stories, “D” for debate style stories, and “S” for miscellaneous stories. These distinctions are further explained in Chapter 4.

At the time of data collection (1989) the weekly Malawi News, and the Daily Times were the only two English language papers published in Malawi. The Malawi News originated as a Congress Party paper and was linked with the Times in 1972, when the President bought it from its European owner (Barton 1979). The news database is in three sections comprising Reports, Editorials and Letters to the Editor, labelled "R", "L", and "E" respectively. The journalists are mostly Malawi University graduates. The Letter writers are obviously from a range of backgrounds, mostly non-professional. Editorial control on content is tight. The Government takes good care that the news values are politically acceptable. The advantage of news texts is that they are relatively short, media use of language is influential in all areas in society, and the maintenance of a "house style" means that stylistic idiosyncrasies are removed by the editor.

3.5.1 Method of analysis

For the purposes of this analysis databases were established in which the texts were segmented. The decision on segmentation unit, and the fields of classification were based on the view that the basic functions in the information structure are carried by the topical theme and "new". This follows Kaplan's (1983:147) model of the interrelation of theme and information systems, which suggests that the two poles that control the discourse are "topic" and "focus" – what the text is about, and what is to be said on the matter. In this view, topic and focus are the two primary pivots of the dynamics of the text. They are the two poles of pragmatic organisation the writer uses to achieve his communicative goals. This assumes that the primary goal is propositional, and sees the topical or ideational theme element as central to the message structure. However the text goal may also be to impress the reader, in which case interpersonal material would be of greater significance. In order to identify the relationship of the MWE with reader and text, account must also be taken of the interpersonal material. The textual material will show how the writer uses these elements to signal the text structure. The intention of the analysis was therefore to identify linguistic items selected for topical theme and "new" as most important elements of an utterance, while also taking account of other types of linguistic material with supporting functions.

Based on this view of text as a series of propositions supported by textual and interpersonal elements, the segment unit was the independent clause, plus any dependent elements. Independent status was allocated based on the application of an "and" test to determine the self-sufficiency of the proposition as a contribution to the information structure. This means that sometimes a clause with subordinate status

can constitute a self sufficient proposition if one links it with “and” to its neighbour. This is illustrated in an example from Report number 7, sentence 9 (R7.9)

- | | | | | |
|-----|------|-----|---|--------|
| (i) | (ii) | (a) | In attack will be the “wonder boy” Lawrence Waya, | |
| | | (b) | to be supported by Charles Mbalule and John Phiri | (R7.9) |

Both segments contain propositions significant to the information structure. The insertion of “and he will be” at the beginning of the second segment justifies it as an independent proposition. It means the topical theme in the second segment is elided.

The segmented texts are given in full in Appendix 1. It can be seen there that some so called independent clauses are very long, especially in News texts. Where there are embedded non-restrictive clauses which bear a relatively distant relation to the main proposition, the main clause is classified separately from the subordinate. This is particularly common in Reports (e.g. Report 7: Bullets, Nomads Clash).

Within the segment, the syntactic elements were coded in one of four fields to indicate linear status in the information structure. The “initial” element was taken as optional/non-topical to include elements with interpersonal or textual function. The “topical” element is obligatory, possibly initial, and relating to the topical theme of the segment. It is generally the psychological subject of the segment, i.e. that which is the concern of the message (Halliday 1985). The “new” element is the carrier of significant “new” information. It may be final, or followed by a nuclear element. The “final” element is optional/ repeated “given” information/ or post “new” additional information.

Examples of classifications of sentences are given here from the four text types (Narrative (K), Report (R), Letter to the Editor (L), Editorial (E)), segmented as appropriate (signalled by the letters a,b,c,etc). The four categories and their classifications are shown on the left, followed by the relevant linguistic elements fulfilling this function in the segment, and finally the text. The examples demonstrate the method of analysis, and show the type of features identified which led to further analysis. A key to linguistic classifications is given below followed by the examples.

NP	= noun phrase	VP	= verb phrase	conj	= conjunction
NP def	= post defined NP	VPO	= verb phrase plus obligatory element	text conj	= textual conjunct
2 NP	= 2 noun phrases	2 VP	= 2 verb phrases	prep	= preposition phrase
adj	= adjective (phrase)	E	= elided element	rel	= relative pronoun
2 Adj	= 2 adjectives				

To account for the type of framing and additional detail used in the texts, in cases where the initial or final element is a dependent interpersonal or textual item, the phrase/clause type is used instead of the linguistic classification (e.g. time, place, manner, viewpoint, conditional, concession, reason, purpose, manner, textual conjunct).

Figure 3.1: Key to linguistic classifications.

Example (i) Narrative: The Lion and Kalulu's Ears (K7.4)

(a)	initial	–	
	topical	NP	This king
	new	adj	was very strong
	final	–	
(b)	initial	conj, reason	and because of his strength
	topical	pron	he
	new	VPO	used to eat his friends
	final	manner	as meat

This sentence has three characteristics common to the data: the two segments consist of a statement and justification, there are two initial elements at the beginning of the second segment, and there is a post “new” preposition phrase element. The items in initial and final position show how the analysis can account for additional supporting material of various types.

Example (ii) Report: Floods Devastate Lower Shire Areas (R1.6)

(a)	initial	Viewpoint	Contacted by phone yesterday, the Nsanje DC's Office said
	topical	NP	the majority of people
	new	2VPO	had been evacuated and were temporarily sheltered
	final	place	at Bangula trading centre
(b)	initial	relative	where
	topical	2 NP	the Red Cross and other charities
	new	2VP	are expected to pitch tents and erect other makeshift shelters
	final	purpose	to accommodate victims and provide them with relief provisions

The report sentence is a typical length. It demonstrates three features of interest to the analysis. The Report writer uses source citations to provide a perspective on how the reader is to process the message. It gives the information the status of “truth”. In this case, the source cited is classified as a viewpoint item since the discourse topic is “the people”. There are double NP or VP groups which increase the amount of information, but also serve to establish the significance of the point. The occurrence of such features in all text types led to further analysis of their discourse function. The third feature is the use of the passive, as opposed to active, voice, which indicates writer distance, and again occurs across text types.

Example (iii) Letter: Court Plea (L15.4)

(a)	initial	–	
	topical	NP	Table tennis
	new	Adj	is a good game
	final	–	
(b)	initial	rel,condition	which, if it is well managed,
	topical	E	–
	new	VPO	can put Malawi on the map of the world
	final	–	

Like the Narrative example, this sentence also has two initial elements in the second segment. Despite the close relations established by the relative pronoun, they are seen as two propositions. The first is a part of the argument for the second. It shows how embedded information is significant to the message, since the statement, and the conditional clause are both preceding justifications for the proposed role of the game. The writer makes very clear the conditions under which his final “new” is to be considered.

Example (iv) Editorial: Fine Goal of Sportsmanship (E 38.2)

(a)	initial	–	–
	topical	2 NP	Malawi and Zambia
	new	VP	will parade at the Kamuzu Stadium
	final	purpose	for the last of a series of games in which eight nations of Africa took part during the last two weeks.

This sentence has no initial elements to give a perspective on how the message is to be processed. The context has been established in the preceding sentence. The items of significance are the topical theme and “new”. These are the items of significant information which the writer wishes to present in initial position in this case. The final element, the purpose adjunct, contains enough information to classify it as a separate proposition. However, it is clear that the writer wishes it to have the status of purpose to explain the opening statement. It also shows the kind of grammatical explicitness the writer likes to use to make his message clear.

The analysis of segments provides basic information on the linguistic elements selected for theme/ rheme and given/new information. These are used to present a view of both macro and micro level features of the communication style and information management patterns. Comments on features shown in these examples are examined in more detail in the subsequent chapters of analysis. The examples show the kind of observations made in the initial process of this analysis. Some frequently occurring grammatical and lexical patterns became clear and were classified accordingly. For example, pairs of lexical items used together, parallel structures, the occurrence of the passive, embedded sentences, chaining sentences, the use of “-ing” for “to + infinitive”, prepositional phrases, the types of initial and final elements used to frame topical theme, and focus on “new”. These led to further analysis of those features for discussion in the analysis as is laid out in the next section.

3.6 Research procedures

To confirm some of the impressions of the MWE data, a short questionnaire with samples of each of the text types was given to a small number of language teachers, native and non-native speakers (12). The questionnaire with sample responses is given in Appendix 2. The aim was to elicit their opinions on the basic questions behind the study. They were asked to make text level comments on the organisation of ideas, amount of detail, clarity of the message, and command of register. Most responses showed that the teachers considered the text level aspects were adequate (see Appendix 2). Asked to comment on surface features as if they were teachers of writing, the most common observations were on some surprising lexical collocations and some obscure cohesive references (see Appendix 2). The comments will be discussed in more detail in the following chapter. The responses indicated that the most obvious markers of MWE style were surface level features. The research procedure will therefore be to present the whole texts and discuss text purpose, followed by analysis of surface features for discourse purposes in the information structure, and then discuss how these combine to characterise patterns of information management.

3.6.1 Text structure

To give an overall view of the four text types, the first analytical chapter looks at text structure to identify the rhetorical conventions for text type, and text purpose. As mentioned in 3.5, the Narrative data reflect the Malawian models for rhetorical structure and discourse purposes. The News data represent some part of the written inputs in English which the school students receive. The analysis aims to examine the extent to which the MWE texts follow conventional rhetorical patterns for narrative and expository texts, and identify MWE norms shaping text purpose by comparing and contrasting the different text types.

The analysis of text structure is carried out based on the schema model outlined above (3.3). Existing schemata are said to be determined by the cognitive set of the user, drawing on knowledge, beliefs, values, interests, attitudes, norms, and tasks (van Dijk 1980). The cognitive set will influence processes of both comprehension and production. So the reader will apparently have a fixed set of elements in the schema for reading which will be determined by socio-cultural convention (Bransford & Johnson 1972, Tannen 1980).

In the writing process schemata are seen to be of two kinds: formal rhetorical schemata (Carrell 1983b, 1984, 1987), and content schemata (Alptekin & Alptekin 1983). These "conventional and habitual knowledge structures" (van Dijk 1981a:141), control what the writer puts in (content), and how it is organised (rhetoric).

In summary it is suggested that analysis of text structure will show rhetorical and content schemata in the MWE data, will distinguish the text types, and illustrate the MWE view as to outline text purpose.

3.6.2 The MWE use of the lexico-grammatical repertoire

The MWE use of the available lexico-grammatical repertoire will characterise the MWE communication style in the sense of the language habits of the group for a particular purpose (Crystal & Davy 1969). The perspective on the MWE L2 English repertoire established in 2.5 is that the writer will select grammatical structures and lexis which are easily available, whether by being similar to L1 expression, being appropriate to cultural norms, being of current popularity in the speech community, or purely by being well and thoroughly taught in the school situation (Williams 1987b).

A general view of the manner in which the writer engages with the audience to present the text will indicate the role he is assuming. This can be traced through interpersonal material in linguistic selections. Based on Halliday's (1967) definition of interpersonal meaning, Smith (1986) suggests a rank scale for types of linguistic features as markers of interpersonal tone. Defining register as the interrelation of the characteristics of field (subject matter) tenor (author's attitude) and mode (oral or written) (Halliday 1977), Smith discusses linguistic features contributing to tenor of two kinds, indicating the writer's relations with his audience, and the text purpose. Smith proposes two rank scales. The first, ranging from informal to formal features, indicates personal tenor, established by choices of person and voice (Figure 3.2).

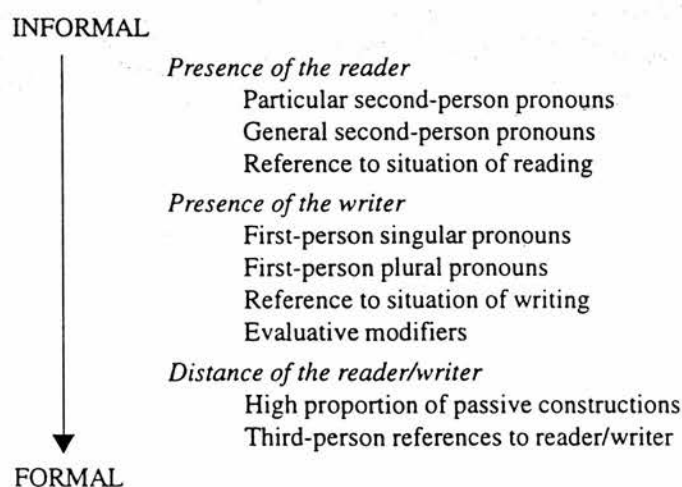


Figure 3.2: Ranking of linguistic features actualising personal tenor (Smith 1986:111).

Selections from the lexico-grammatical repertoire of this kind will inform on the relations between writer and audience. The second scale relates to text purpose, with features ranging from didactic to non-didactic indicative of functional tenor (Figure 3.3).

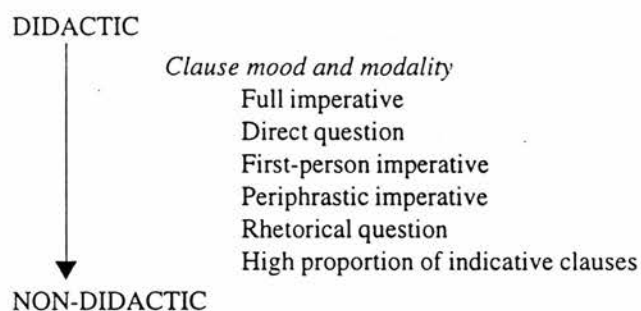


Figure 3.3: Ranking of linguistic features actualising functional tenor (Smith 1986: 113).

Some of these indicators of text intention will be seen in the discussion of rhetorical schema, and others will occur in theme position, particularly for opening and closing a text, or text stage. The establishment of the writer's attitude and identification of his text purpose will show the degree of didactic intention and how the MWE data relate to the oral traditions, where, as mentioned in 2.3.2 the writer's purpose is primarily didactic.

More specifically, the register is established by what Richards (1982) calls the "categorical" and the "variable" features of the L2 code. In Richards' view, the categorical features originate from the user's L1 language and culture, and lead to distinctive syntactic and lexical uses. Adaptation of this kind will alter the connotations of both lexis and syntax to suit the norms of directness, and precision of expression (Ervin-Tripp 1968, Downing 1980, Loveday 1982, Adejare and Afolayan 1983, Bamiro 1994). The adaptation of forms for particular functions is part of the process of taking ownership of the language. It involves embedding these features in the code to suit the circumstance and purposes of the L2 English.

What is acquired and commonly used will be complemented by compensatory strategies for areas of difficulty. The compensatory strategies may include strategies of avoidance, whereby the learner will simplify and over generalise "to secure maximum return for given effort" (Chesterman 1977:55), or the learner may elaborate the code for the purposes of display (Widdowson 1979). As mentioned in 2.3.3, deviation will have a teleological explanation or an empirical cause. The empirical cause for selections will depend on EL2 linguistic repertoire, the teleological explanation will depend on discourse purposes.

The discourse purposes, as suggested in the review of the literature, will be influenced by the oral traditions. The speaker is expected to display skill with the manipulation of language by which he engages the audience and creates an effect on them by the power of his words. Repetition, circularity or parallelism in the text will be related to the desire for linguistic display. This will involve the use of formulaic phrases, and proverbs, and so on, but will be supported by a compensatory use of grammatical explicitness to achieve clarity (Tregidgo 1987). The reader's attention may be claimed by the use of hyperbole and register shift. These patterns tie in both with Chishimba's (1983) comments on culturally oriented maxims of quantity and manner (be as informative, but not more informative than necessary: be clear), and Williams' (1987a) on "the efficiency seeking characteristic" in the goal of purposeful communication.

The variable features of the code in Richards' (1982) view relate to functional contexts and should vary across the different text types in the MWE data. Variation in the concept of register is shown in structures of particular formality in a Narrative, e.g. "so that it should easily be carried home" (D4.18), and structures of particular informality in an Editorial, e.g. "things are looking up" (E37.6). Whether such register mix is classified as categorical or variable is open to debate. It could be seen as an example of collocational variation and overgeneralisation of meaning. It could be seen as conflation of formal and informal register for everyday use as a result of restricted register range in the input models. Such register mix could be seen as an intentional selection to display book learning or colloquial learning to impress peers. Comments from the literature suggest the high regard for rhetoric leads to a florid or verbose style in writing, and this will be found in the input models for the MWE writer. Register is a kind of language awareness not taught prescriptively, and is subject to local variations. Register usage will portray the local norms of tone and rhythm (Magura 1984). It can express group solidarity (McGinley 1987, Kamwangamalu 1989, Mbangwana 1991) and often consists of intra-, as well as inter-code mixes (Y Kachru 1989).

Discussion of surface features will be related, where possible, to descriptions in other L2 glossaries. Identification of similarities in form and function is important, since preferred items may indicate the development of an internationally manageable and user friendly English which users are making their own. Comparison with standard English will take the British English model as an example of a metropolitan/central English because that was the English theoretically being taught in Malawi to the MWE.

The L2 code is thus a very particular kind of learner language. Not only does it have acculturated stylistic features, but also compensatory strategies for code restriction.

Comparison of narrative and expository texts will enable comments to be made on variation due to level of education, professional status, and due to text type. The preferred lexical and grammatical selections and their patterns of use will contribute to intertextuality features characterising a text as a particular type, and reflect the way in which the writer engages with the audience. The comparison will relate expectations of narrative and predominantly verbal style of oral traditions to expository and more nominal style of written discourse.

In summary it is suggested that analysis of selections from the MWE lexico-grammatical repertoire for specific discourse purposes will show the relation of the MWE to his audience, and his text purpose. The shared values of the writer and his audience will be discernible through connotations of lexis. The use of register will shed light on norms for the regulatory principles of efficiency, effectiveness, and appropriacy. The MWE ownership of English will be seen in the amplification of the lexical system by semantic extension, shift, verbosity, and register conflation. The MWE ownership of English will be seen in the restriction of some aspects of the grammatical system to a set of preferred expressions indicating the writer's viewpoint, and influenced by what is available for appropriate use in the communication context.

3.6.3 Theme frames

The selections of surface features combine at text level to show patterns of information management. As seen above, themes carry out a crucial function in the information structure. The theme frames the message, and clause and sentence level themes create a topic framework for the flow of information through the text. Since the theme has not only ideational, but also textual and interpersonal functions (Halliday 1967,1985), it can carry interpersonal or modal information expressing author's attitude to the ideational information offered. At the same time it shows the textual and interpersonal material in theme characterising the relationship between writer and audience. Politeness strategies are shown for example by hedging, since there is contract of inexactitude to control the level of directness, and a convention of appropriacy for its use in order to modulate between proposition and comment (Skelton 1988). Phrase linearisation traced in themes creates cohesion in the sense of linking of surface features or text structure (de Beaugrande 1985:53). Analysis of types of thematisation or thematic framing in the data will indicate the text type (Eiler 1986)

This will show the MWE perspective on information, audience, and the manner of the achievement of text purposes reported in the literature. These findings will inform the reader on the norms of two of the user centred standards textuality: intertextuality and intentionality.

3.6.4 *The presentation of “given” and “new” information*

The presentation of “new” information and its relation to “given” plays an important part in the “bottom up” processing of the text, and thus contributes to text connectivity, both cohesion and coherence. This is where the comments in the preceding chapters on the use of the lexico-grammatical repertoire and theme frames will combine with text level patterns of “given” and “new” relations to show the MWE styles of creating interrelatedness and maintaining stability in the register. Three aspects of these relations are important. The first is the presentation of “new”, the second is the sequence patterns of “given” and “new”, and the third is the supporting role of “given” information to present an overall view of patterns of interrelatedness.

It is expected that what is newsworthy in the clause or sentence will be in line with perceived goals of that text (Fries 1983), following the user centred standard of intentionality. The MWE will have specific focusing strategies to highlight new information in the theme or rheme, and thus distinguish the features of propositions for inference building by foregrounding and, by implication, backgrounding information (J C Gumperz 1982).

Analysis of “given” and “new” relations in the MWE data will show how propositions are developed through the text, and what kind of conceptual relations there are between them. The basic connectivity of text can be represented inter alia by thematic progression (Danes 1974) or theme dynamics (Enkvist 1973). The patterns adopted here, following Danes (1974) are “simple”, “parallel”, “hypertheme”. By thematic progression is meant

“the choice and ordering of utterance themes, their mutual concatenation and hierarchy as well as their relationship to the hyperthemes of the superior text units (such as the paragraph, chapter...), to the whole text, and to the situation.” (Danes 1974a:114)

The advantage of thematic progression is that it includes rheme in the analysis. Within rheme, the primary message carrier that pushes communication forward will be the “new” information. Where “new” is not placed in “rheme” it has implications for sequencing patterns. Studies of contrastive rhetoric (following Kaplan 1966) suggest there will be variation in linearity, and linearity is a primary device by which

the writer indicates his perspective on how the text should be processed. The patterns of thematic progression will show the sequence and distribution of “given” and “new” information.

The MWE management of the “given and new contract” is significant to the creation of coherence and the user centred standards of textuality. Coherence relies on predictability, (Stubbs 1983:94), which in turn requires “givenness” (Prince 1981). Givenness is a requirement not only of predictability, but also saliency, and shared knowledge in the sense of establishing a bank of presuppositions with the status of “given” knowledge entities against which “new” information can be presented. It is expected that the amount of information presented will be in line with the writer’s views on what is predictable: what he assumes regarding the audience’s knowledge of the world, knowledge of the preceding text, and how much “new” can be assimilated.

Too much information will overtextualise and give the impression of verbosity. Too little information will undertextualise, and appear to make the text obscure. Variation in the “given” and “new” contract may lead to awkwardness, and ambiguity through the reader having to draw an implicature (Clark & Haviland 1977). Thus the maxim of quantity has a strong relation to predictability, depending on the writer’s assumptions concerning the knowledge of the reader.

In this sense redundancy is the complement of predictability. It signifies referential repetition, and is regarded as a necessary requirement to guarantee effective communication. As seen in 3.3, readability rests on argument repetition by reinstatement or inference building. The review of the literature suggested that repetition is a feature of L2 English communication (2.3.2.3), since repetition has a stylistic purpose in oral styles of communication. Spoken discourse will provide more redundancy than written (Halliday 1989), but repetition has other functions than merely to present propositions. The repetition may be identical or paraphrase, in order to emphasise, check, query, express irony, and to focus attention on what has been replaced (Grimes 1975, Hoey 1991). Repetition of different types will be analysed. In summary, a useful distinction can be made between trivial recurrence, and motivated (or stylistically effective) recurrence (de Beaugrande 1980:135).

Motivated recurrence means that there is a degree of referential repetition in the presentation of “given” information. Referential coherence is said to be determined by the extent to which entities introduced into a text are traced through, and the extent to which introduced entities are clear and appropriate to the text’s rhetorical

context (van Dijk & Kintsch 1983:43). All of Halliday & Hasan's (1976) classes of cohesive ties, with the exception of conjunction, involve "some kind of repeating" of the same or similar items by which knowledge is incrementally increased, and communication is achieved (Hoey 1991:17). Hoey (1991) suggests the most universal cohesive tie is the lexical one: up to 40% in Halliday & Hasan's (1976) analysis. Cohesive ties will predispose a reader to find a text coherent (Hoey 1991:12). By tracing lexical patterns of general and instantial reiteration through the text, Hoey makes use of lexical bonds to find central sentences of high information value to produce a readable summary of the text. In this study, analysis of lexical chains will be used to show referential coherence complementing themes and identifying supporting "given" information for the reader.

In summary it is suggested that the focal strategies for the presentation of "new" information will follow the perceived purpose of communication. Analysis of patterns of thematic progression will show sequence patterns in the relations between "given" and "new" information. Patterns of these relations and analysis of referential chains in lexis will shed light on the MWE norms of predictability. The amount and type of detail included will show MWE norms of redundancy, what needs to be made explicit, and what is implicit. Discussion of the operation of the "given" and "new" contract will thus contribute to the description of MWE norms for the standards of intentionality, and informativity. These are guided by the regulative principles of efficiency, effectiveness and appropriacy in textuality, and the maxims of quantity, quality, manner and relevance in the co-operative principle (Grice 1975).

3.7 Chapter summary

In this chapter we have built on two main assumptions from the review of literature. Firstly that the L2 code demonstrates learning characteristics, but has wide use as a normal communicative code in a non-native context. Secondly that the MWE have their own perspective on information and its presentation.

The discussion of textuality, text comprehension processes, and information structure suggested that the MWE norms for the components of textuality can be described in an analysis of text structure to identify text purpose, and a broad description of cohesion, focusing on the interrelations of propositions, and stability of register. Patterns of lexico-grammatical selections for specific discourse purposes in the information structure will characterise the relations between writer, text and audience, and the norms of the user centred standards which support the coherence of the text.

Details of the initial method of analysis of the texts in the database were presented with examples, which identified types of features explored in further analysis. The first chapter of analysis (Chapter 4) will look at text structure to identify the rhetorical schemata and content schemata, distinguish text types, show the concerns and values of interest to MWE, and show text purpose.

Chapters 5 and 6 will consider lexico-grammatical selections for specific purposes in the information structure, and show how they contribute to personal and functional tenor. The selections from the L2 code will be carrying meanings and carrying out discourse purposes relating to the L1 and its culture, and creating a register appropriate to the context of communication. They will indicate the features of the L2 code that are readily available for appropriate use. The style and register of different text types is expected to show consistency in intention and contribute to the intertextuality.

Chapter 7 will show features to which the speaker/writer allocates prominence. The discussion of theme systems established that analysis of theme frames, drawing on the textual, interpersonal and ideational properties of the linguistic elements will show text purposes, and the author's perspective on text and audience.

In Chapter 8, analysis of focal strategies for the presentation of "new" will show what has hearer/reader prominence, and enable discussion of presentation of "new" information in line with text intentions. Thematic progression patterns will show sequence in "given/ new" relations. These involve drawing on notions of "givenness", predictability, salience or focus, and redundancy, guided by perceptions of informativity and the maxim of quantity in Grice's "co-operative principle. Referential chains of lexis will show how the "given" information is built up, and the amount and type of repetition that is stylistically motivated, following norms of informativity.

Using the analytical framework established in this chapter, we will now proceed to details of analysis and findings. Consideration of linguistic selections used for these purposes will indicate the proximity of the writer to reader and the functional relation of the text to the setting. This will also help to determine the relation of the MWE to oral traditions.

Chapter 4

Rhetorical and Content Schemata in the MWE Texts

4.1 Introduction

The aim in this chapter is to investigate text structure to identify the text types and text purposes in the data. It has been established in Chapter 3.6.1 that the MWE are likely to follow accepted genre patterns, showing rhetorical schemata. The comments in the literature on nativisation and cultural rhetoric (2.3.2) suggest that the manner of presentation will vary to suit cultural norms of the target audience. The analysis will thus show how these “normal” genre expectations are modified by the communicative circumstances of MWE.

Each text type represents the output of a discourse community in the sense of a group with a specific communication goal, accessed by exposure to models and training of some kind. In the case of the MWE Narratives the model is learned through passive reception, reflecting traditional social mores. In the case of the MWE News texts the models are the newspapers themselves, reflecting national values. The MWE texts thus relate closely to culture driven expectations of type of information, its communication, its purpose, and its presentation. The texts will show the content schemata identifying the values, beliefs, interests, and attitudes in the MWE cognitive set in van Dijk’s (1980) terms, thus illustrating the nativisation of context.

The perception of text structure as a representation of a rhetorical schema has led to universal notions of propositional organisation (Labov & Waletzky 1967, Labov 1972, Longacre 1976, Rumelhart 1975, 1977, Thorndyke 1977, Mandler & Johnson 1977, Meyer 1977, Meyer & Freedle 1984). Each text is typically organised according to purpose: narrative, description, explanation, persuasion. The analysis proceeds from the view that the text level rhetorical schemata are seen in the superstructure of the text (van Dijk 1980). The stages of the superstructure are indicated by “discourse signalling lexis” (Winter 1978), and such textual signals of the superstructure contribute to defining characteristics of various text types. Analysis using this model will allow investigation of the rhetorical and content schemata of different text types in the MWE cognitive set.

The discussion of text types starts with the Narrative as a sample of the first acquired text genre, and a genre acquired in the home environment in the writer’s L1. This is followed by the news Report sample. The other main group in the expository texts are the argumentative or persuasive texts. These comprise the Letter to the Editor

and Editorial. Discussion of these is prefaced by reference to an argumentative text from the Narratives. Some of the Narratives are “debate style” stories. They narrate the progress of an argument in which two characters are debating an issue. They are particularly interesting to this discussion since they represent a bridge between pure narrative and more argumentative style. A crucial point in the development of writing skill is the ability to graduate from narrative to expository style (Britton 1975, Martin 1985, Kress 1982). Among the narratives the debate style stories provide an example of the foundations of argumentative rhetoric in the oral tradition, and a useful insight into the links between MWE narrative and expository text types and their presentation. It is therefore expected that the MWE texts will reflect the styles of their L1 communicative competence. The styles of traditional narrative and argument building will reflect orality, show the writer’s position, and the norms for register appropriacy, and their influence will be extended to aspects of the styles in the News texts.

4.2 The narratives

4.2.1 *The narrative genre*

It is generally accepted that the overall narrative purpose is to inform and entertain, and the specific aim of a traditional story or fable is didactic. Rhetorical genre analysis reveals templates or scripts in this organisation of discourse that are primarily monologic (Hatch 1992). As far as content is concerned, such stories describe new variations on well known themes (Black 1985). The MWE stories come from an oral tradition, where the content schemata are well known. The rhetorical and content schema for the traditional narrative is thus relatively stable. The position of the storyteller is that he is the “knower”.

The manner of telling stories varies across cultures as shown in the discussion of the Pear Stories (Chafe 1980a). In the African oral tradition, the display of “rhetoric” in the sense of stylistic selections to achieve text purposes is given high regard, since it makes the current telling different from previous ones (Albert 1972, Sey 1973). Good story tellers use intensifiers of all sorts to involve their audience (Hatch 1992). Mandela (1994:5) describes an excellent orator he heard as a child. This man captivated his audiences by entertaining them as well as teaching them.

Since they are primarily monologic and aim to involve the audience, the traditional stories are closer to personal narrative than literary texts. For this reason, it seems logical to use the template for the narrative structure developed by Labov & Waletzky (1967), and Labov (1972). In this template the elements are of two types:

referential and evaluative. The referential material deals with person, place, time, event, but it is the evaluative material which shows what the narrator perceives as important to establishing the point of the story. The categories include abstract, orientation, complicating action, evaluation, result, resolution/ interpretation, coda. They are discussed below to show how they fit the MWE traditional narrative.

The first category, the abstract, is to preview the story, to tell what it is about, and what its point is. This category is only found in one of the Narratives. The first two sentences tell the situation and the outcome.

This story is about a widow who had her daughter and she wanted to become very rich because many men had a desire of marrying this daughter since she was very beautiful. In the end she lost her daughter. (Story 14 Appendix 1: 14)

Most Narratives start with an orientation to set the scene. The aim is to establish the time, the place, the person, and the behavioural situation. The MWE story usually involves a hero, with a problem and a goal, so we will call them "goal" Narratives. Achieving the goal involves a set of action clauses arranged in temporal order, equivalent to the complicating action, with a result.

The narrative template is embellished by additional background information or asides, which fall into the evaluation category. In this analysis the text is divided into a series of complicating actions with results, since the narrator frequently suspends the action with evaluative material, and interprets the result for the reader. This is described as a characteristic of traditional narrative, termed "foregrounding" and "backgrounding", described in Swahili narrative by Hopper (1979). In the foreground are parts of the narrative which relate events belonging to the skeletal narrative structure of the discourse. In the background is supportive material which does not itself narrate. In such commentary, new events are not introduced, but "old" events are retold and amplified in some way (Hopper 1979). They lack assertiveness in the sense of moving the action forwards since they use iterative, or stative, rather than punctual verbs. The background comments are part of a set of resumptive strategies for reminding the reader of the goal.

The final complicating action provides the climax of the story and is followed by the evaluation which is the resolution or interpretation. In the coda, the narrator brings the story back to present reality. In the MWE case, the narrator often tells the moral, which summarises the story's relevance to the reader.

The writer's position is story teller as knower of the story and its moral. His role is to interpret for the reader and make it relevant by referring to common truths, and

provide his own embellishments to impress the reader with a display of linguistic skill. The content reflects the concerns of the oral traditions with the daily struggle of life, which is elevated to the “agonistic” struggle between the forces of good and evil for the purposes of the moral tale or fable (Ong 1982, Hatch 1992).

4.2.2 The sample Narrative

This sample Narrative is about Kalulu the Hare overcoming Mkango the Lion King. The complicating action sets up a situation from which a problem results. The goal is achieved by Kalulu the Hare in this case. Kalulu is the wily hero capable of subterfuge or “successful cleverness”. He is a well known protagonist in traditional stories from West and East Africa and has been exported to the USA, where the Brer Rabbit stories are part of that tradition. The content schema is therefore well known.

The text is shown below with the Labov & Waletzky (1962), Labov (1972) categories appropriate to this particular tale marked on the left. The series of events are divided into distinct complicating action/result sequences to show where evaluation is included. There are 5 complicating actions and results in this story. The first two show the emergence of the problem. The third and fourth initiate the solution through Kalulu’s plan. The final complicating action is a climax event, the result of which is the resolution of the problem. The narrator’s background comments throughout provide the evaluation. The interpretation, and the coda present the teaching point, or moral of the tale. The textual signals of superstructure are underlined.

Story 9 Kalulu and Mkango the Lion

Orientation	(1) <u>Long, long ago</u> the world was beautifully decorated by flowers. (2) There was nothing on earth but animals.
C/A: Result	(3) The animals thought it wise to choose a leader, so they chose Mkango the Lion.
Evaluation	(4) He was chosen to be their leader because he was strong enough to withstand all sorts of problems that they might face.
C/A: Problem	(5) <u>Mr Mkango the Lion</u> was so happy that he began boasting of himself and eating others.
Evaluation	(6) The other animals feared him very much, and for this reason they all disliked him for his bad response towards the others.
Result	(7) <u>For quite a long time</u> Mr Kalulu the Hare heard these complaints from his friends.
Evaluation	(8) All other animals were discontented with him, (9) They thought of death all day long from their Chief Mkango.
C./A: Solution	(10) <u>Mr Kalulu</u> had a plan. (11) He went to the chief’s house where he told Mkango, “There is another chief in this area above you who challenged that you cannot defeat him, though you have got as many soldiers as flies.”

Evaluation	(12) Mkango hearing this thought of going to fight with him before sunset.
Evaluation	(13) Mr Lion had such a wide foot that his fellows thought, "If he treads on us we will be crushed to powder."
Result	(14) Mkango asked Mr Kalulu the Hare to tell the unthinkable chief that they should meet at the boxing pitch.
C/A	(15) <u>Mr Kalulu</u> ran as fast as he could with his bows and arrows down to the river where he thought there was a ford. (16) He put the arrows in the shallow water perpendicularly in the mud. (17) Kalulu the Hare returned to Mr Mkango and told him that he should go to fight at that place. (18) Mkango quickly ran to the ford.
C/A: Climax event	(19) <u>When he saw his reflection appearing in the water</u> , he plunged into the water aiming to catch his foe as he thought, but all was in vain. (20) He was stuck with the arrows which Mr Kalulu had trapped in the water and died there.
Result:	(21) <u>Thus the data of killing the lion</u> was fulfilled by Kalulu the Hare.
Resolution	(22) All the animals thanked Kalulu and enjoyed themselves.
Interpretation	(23) <u>This story</u> teaches us that we should never attempt being proud of your post, or else you might misuse it.
Coda	(24) Thus, Mkango, because he was a leader, he did whatever he wanted, and his solution has been explained above.

Figure 4.1: The sample Narrative.

The textual signals of the superstructure are seen in the typical Narrative opening: "Long, long ago". The scene is set with a time adjunct and existential "there" to introduce the characters. Events are sequenced chronologically by characters' actions unless there is a change in setting marked by time adjuncts, e.g. the introduction of the "hero", Kalulu (7), and the climax event, as Mkango meets his end (19). In the course of the text the main protagonists are referred to by the honorific "Mr", and a title (Mr Mkango the Lion, Mr Kalulu the Hare) to highlight them at significant stages. The final Result/Resolution and Coda are both marked by "Thus". The Interpretation (23), providing the moral, is signalled by "This story teaches us ...". This example is representative of the overall staging of the narratives.

This story also provides a good example of the relation between foregrounding and backgrounding information, mentioned above. The foreground narrative skeleton is carried in the action sequences, signalled in the text superstructure. The background elements appear at four points in this story (sentences 4,6,8+9,13), allowing the narrator to comment and guide the reader.

The first comment justifies the selection of the lion as king, the second underlines his problematic behaviour. The third is placed after the introduction of Kalulu. Here the writer is recycling information from a different point of view. The aim is to provide a

resumé of the problem. It is a “pausing strategy”, since, in the oral tradition, redundant information allows the audience time for assimilation of the significant points (Ong 1982). For example, there is obvious significance to the narrative in the appearance of Kalulu as “hero” in sentence 7.

The fourth comment (13) follows the silence of the character (12) as he discretely takes time to think on weighty information. Silence is a traditional way of preserving dignity in the face of difficulty (Albert 1972). This pause for thought (also occurring in stories 1.7, 7.7, 8.13: Appendix 1), builds suspense, and the comment reinforces both the power of lion and the terror of the animals. The comment in (13) is very similar to the previous one in (9). This is reminiscent of some traditional African stories told in the vernacular (personal experience), which have a recurring chorus phrase for the audience to join in with. The function is to prepare the audience for the next event in the narrative skeleton, in this case, the response to the challenge to fight (14).

This story was included in the questionnaire given to language teachers where they were asked to comment on adequacy of organisation, detail, choice of expression and amount of detail (See Appendix 2:2). Responses suggested the text was well organised, adequately detailed, and clear enough, but with some surprising collocations (e.g. selection of “response” and “challenge”) and obscure references affecting development of logical relations (“flowers” moving to “nothing on earth but animals”). These features can be accounted for in some degree by suggesting that the audience knows the story situation, and the writer is enhancing the telling of it by lexical display to maintain audience interest. Some variation in collocations is a feature of register disturbance, and is part of the linguistic display, discussed in more detail in Chapter 5. Other collocational variation may be a feature of learner language, along with mixed pronoun reference (“we” and “your” in sentence 23), and is to be expected in the secondary school student’s linguistic repertoire.

The structure and purpose of this story is typical of those in the “goal” stories in the Narrative data base, dealing with a struggle against an evil force, based in the values of wise behaviour, and the consequences of excessive pride. The narrator as knower engages attention through establishment of setting (where), and presentation of characters (who), and tells what happens in a series of complicating actions leading to the climax event. The aim of the evaluation in the Labov (1972) categories is to contribute to the success of the story by capturing the attention of the audience and holding it. The MWE narrator comments and interprets for the reader, often using

variation in register to focus attention on significant information. The reader is involved in the moral by the reference to "us", justifying the telling of the story and the intrusion on the reader's time. Thus the didactic purpose is enhanced by the cloak of entertainment.

4.3 News texts in general and Reports

4.3.1 News text writing and the report genre

News in general is defined as something important or interesting (Bell 1991), and the purpose is to inform the reader of facts. News text represents the work of many hands. The chief reporter, sub-Editor, and Editor are all involved in the writing process, checking for gaps, order problems, cutting, tightening etc. to enhance the news value (Bell 1991). There is a house style, which means the Editor removes individual idiosyncrasies of writing. The expression of overt power is seen in the use of prestigious, nationally acknowledged speech norms, targeting groups with high social status due to education, and occupation. The writer draws on expectations of the knowledge of the audience which are reflected in both the rhetorical and content schemata. The stylistic dimension of language variation can be correlated with the attributes of the readers (Bell 1984), as will be seen in discussion of lexical and grammatical features in succeeding chapters. The Editor's responsibility is to the demands of the target audience.

News text in Africa is at the command of the government (Barton 1979), and the content schemata reflect their news values concerning areas such as psycho-political security, community interests, ideological interests, the imperatives of national policy, and maintenance of the national image. These MWE News texts are about accidents, vandalism, football, education, parliamentary questions, and disasters like an earth tremor or floods. Editorials deal with aspects of development, Letters express the concerns of the readers with domestic and social problems, transport, retailing (see Appendix 1:15-30).

Turning to Reports, the report as a genre lies between narrative, dealing with events situated in time, and expository, with the aim of presenting a thesis (Graesser & Goodman 1985). Reports have narrative characteristics since it may be an event or situation which is being reported (Britton 1975).

Several researchers have used a modified Labov framework to analyse news reports (van Dijk 1988, Bell 1991), and this approach will be used here. There are similarities with the Labov & Waletzky (1967), Labov (1972) structure of personal

narrative, and differences. Reports are different from real stories in the sense that the reader often skims the content, rather than reading the complete text. Stories have one viewpoint where a report may have several. The journalist basically paraphrases or quotes what others have said. The purpose of a report is to inform factually, and objectively, citing sources to support the evidence of how things are (Rothery 1984). For the writer, the move from writing narrative to reports is part of a general development process, (Martin 1985) and basically one of increasing objectivity, or distancing oneself from personal involvement with the topic.

In a report, the "lead" and "order" are the most important aspects of getting the most out of a story (Bell 1991). The "lead" is the abstract in that it summarises the central action and establishes the point of the story, the resolution (Bell 1991). Leads can be syntactically and informationally complex (van Dijk 1988), since clarity has to coincide with carriage of maximum content. The lead paragraph also contains the nucleus of the evaluation in the news story since it acts as the lens through which the events are viewed. The function of the evaluation in the lead is to establish news worthiness, i.e. something big, recent, important, unusual, or new. This is important since there is no content schema for a report as there is for a narrative (Kieras 1985).

The orientation sets the scene for the actions, indicating who, where, when events took place. The order of complicating actions is not chronological. The story is told in "instalments" (Bell 1991), the sequence of which obeys news values rather than narrative norms (van Dijk 1988). The result often precedes the cause, because the outcome, and not the action, have primary focus. The instalments are presented in an order of decreasing importance, which can often lead to comprehension difficulties. Since the resolution is in the lead, the news story is not rounded off, and there is often no coda. The report may be edited from the end by an Editor (Carter & Long 1987), requiring the journalist to insert a summarising closure to be moved to any appropriate position. These variations from pure narrative structure means that text structure signals play a significant role in the interpretation. In this regard, the report has more similarities with an expository text which operates in idea units. In narratives, the story schema expectations aid the interpretation of narrative, which is operating in event units, (Voss & Bisanz 1985).

A news report such as found in this data is thus expected to open with a lead or abstract to announce the content topic, and justify its news worthiness to catch the reader's attention following the headline. This will include a brief summary of what the report is about. The number of complicating actions and results included as supporting detail after the summary will be related to Editorial decisions.

4.3.2 The sample Report

The sample Report concerns the results of an earth tremor in Malawi. The content schema predictably concerns the places and people affected. It is important to bear in mind that in a country such as Malawi specific information regarding names and places is essential. In a country where telephones are not ubiquitous, postal services take some time, and radio announcements may be missed, this type of information is disseminated by newspaper. A newspaper is likely to start off in town and gradually pass to the rural areas over time. To this end, reference such as might be made in a regional newspaper in UK is made to specific places and people.

The text opens with an abstract/orientation, introducing the complicating action or event: the earth tremor. The complicating action in the Labov categories is an attempt to raise the expectation in the reader that something is to be resolved. The complicating action is the earth tremor, the result is what happened to the people and houses in the area. The result is summarised in a series of sentences through the text. It is the evaluation that establishes the point of the story, and, in this case, the news worthiness of the piece centres on the details of individual injuries and damage in specific villages, labelled below as Evaluation. Otherwise the Evaluation is carried in lexis such as “miraculously”, “suddenly”, “seriously” etc. The instalment structure means there is an interchange of Result summary followed by details in Evaluation, another summary, more details and so on. The chronological sequence of events is disturbed since the first section deals with the Friday tremor and the second section deals with a tremor on Thursday. There is no coda. Text signals of superstructure are underlined.

More die after tremor. The Daily Times: Tuesday 14th March 1989.

- | | |
|-----------------------------|---|
| Abstract/
Orientation/CA | (1) <u>The earth tremor that occurred about midnight on Friday</u> has claimed more lives in Dedza. |
| Result | (2) Reports say that five more people have so far died from collapsing walls of their houses, scores more were injured and left homeless in many parts of the district. |
| Evaluation | (3) <u>At Gwengwe Village in chief Tambala</u> , more than 40 houses collapsed killing a small girl, said the area Party chairman for Chilunguzi, Mr Foster Kungwezo. |
| Evaluation | (4) Another small girl died instantly at Mjinji due to falling debris of their house, reported Mr Naweta Kachere, a resident of the area. |
| Evaluation | (5) Seven family members from Mayani Trading Centre miraculously escaped unhurt when their house suddenly collapsed soon after the tremor. |
| Evaluation | (6) Three more people were seriously injured by falling walls of their house at Chipangu Village in Chief Tambala. |
| | (7) They were rushed to the hospital for treatment. |
| Result | (8) <u>Houses in many villages</u> have been badly cracked, rendering them dangerous for occupation. |

Evaluation	(9) <u>At Bembeke Agriculture training Centre</u> , 295 chickens became unconscious soon after the tremor.
	(10) The chickens, which belong to a women's income generating group, regained consciousness after some time, agriculture staff at the Centre told Mana.
Result	(11) <u>Hospital sources at the Boma</u> confirmed that they were receiving more patients who sustained injuries from collapsing houses.
Evaluation	(12) <u>In Mchinji</u> a five year old child is reported to have died and an elderly woman got injured after being crashed by debris and falling beams following the Thursday tremor.
	(13) The boy is identified as Jesiya Binewell of Chitendera Village in Chief Mkanda's area.
Result	(14) The tremor is also reported to have cracked a number of buildings in many parts of the district.

Figure 4.2: The sample Report.

The first impressionistic reading gives a feeling of non-sequitur. After the lead summary, it is difficult to perceive a sequencing principle for the information. Respondents to the questionnaire thought it not well organised, awkward in style, and repetitious (see Appendix 2:5). Closer attention to the superstructure signals show noun phrase complexes (1,8,11), place adjuncts (3,9,12), and a simple noun phrase (14). The relation of one place to another relies on an intimate knowledge of the local geography in order to distinguish between the similarity of reference to "At Gwengwe Village" in Dedza district and "In Mchinji", a different district. The main propositions comprising the macrostructure of the text can be seen clearly by putting together the abstract/orientation (1,2) and summary sentences (8,11,14).

- (1) The earth tremor that occurred about midnight on Friday has claimed more lives in Dedza.
- (2) Reports say that five more people have so far died from collapsing walls of their houses, scores more were injured and left homeless in many parts of the district.
- (8) Houses in many villages have been badly cracked, rendering them dangerous for occupation.
- (11) Hospital sources at the Boma confirmed that they were receiving more patients who sustained injuries from collapsing houses.
- (14) The tremor is reported to have cracked a number of buildings in many parts of the district. (Mchinji)

This suggests that the text skeleton was composed as a unit and then padded with details and reference to sources, as evidence of the general statements. The closing sentence (14) of the whole text is a compilation of the theme of (1) and the rheme of (8) and (2), relevant to Mchinji. This demonstrates that closures are not centres of focus in reports as they are in Narratives. As mentioned above there is a tendency for the close to be modified according to Editorial judgement.

Other Reports in this data show similar rhetorical structure with a lead summary and supporting details (see Appendix 1). The most newsworthy reports are Nos 1,7,45, and 46, since they include detail in addition to the basic news facts. Report 1 (A1.15) is another report detailing a situation, the outcome of floods, where the general summary is supported by evidence from different places, and a range of spokespersons, as seen above. There is a sports report which announces a forthcoming football match in the lead summary, followed by analysis of each team's position (Report 7, A1.17). A single source (the speaker) is used for supporting evidence in other reports: a forthcoming event (Report 43, A1.19), vandalism (Report 46, A1.20), and a driver suspended after overturning his truck (Report 45, A1.19). The reports with the most neutral tone are those of a teachers meeting (Report 6, A1.17), parliamentary proceedings (Report 4, A1.17), and question time (Report 5, A1.17), where all sentences identify the official participant who spoke. Only one report of an accident (Report 44, A1.19), has no reference to sources.

Reliance on sources means the writer's position is neutralised. Any specific conclusions drawn as to the significance of a situation in Reports come from the interviewee, rather than the reporter, and make use of discourse signals such as, "This means ...", (R46.7), "These two events ..." (R43.7). The neutrality of the writer is also shown in the sample Report by the impersonal tone of the general summaries, and by the use of the passive structure. The agentless passive occurs in seven out of the fourteen sentences in this sample text, showing the apparent objectivity of the writer (Smith 1986). There is certainly a general preference for the use of the passive with neutral tone in throughout the data, which will be discussed in more detail in Chapter 6.

The sample Report shows that newsworthiness for the Malawian reader will lie in the details of people and places. Reference to "people" affected includes the chickens, which questionnaire responses to this text picked out as a surprising inclusion. The surprise is due to the expectation that high quality writing maintains consistency in register and genre (Couture 1986b). Register consistency relies on the maintenance of field, mode and tenor. Here, the reader's rhythm is disturbed by the contrast with the preceding and succeeding sections about dangerous houses (8) and injured patients (11). There are no discourse signals indicating the link between the significance of the information on chickens (9) and the previous material. The link between the chickens and the women's income generating groups becomes apparent in the following sentence(10).

The uninitiated reader might find the juxtaposition of two contrasting concerns constitutes comedy of observation. Albert (1972:94) suggests that “humour, often sly and stinging, is part of the performance”. Surprise is certainly an attention getting device, and makes the text memorable. However, factual accounts are at the bottom of the list for “poetic” embellishment in the Bantu code of speech manners (Albert 1972).

From a serious point of view this kind of detail is newsworthy, since chickens are certainly of importance to agricultural development processes. The juxtaposition of contrast of this kind occurs in Report 44 (A1.19), which deals with a truck crashing into a shop. Two children were injured and news of a damaged sewing machine is included. It is clear that capital investment for business is significant: chickens for an income generating group, a sewing machine for a tailor. In Report 45 (A1.19), a lorry driver escapes unhurt from an accident, but is sacked by his employers. The juxtaposition highlights the importance of employment, and its newsworthiness.

In summary, in these news reports, the primary concern in the process of “telling how things are” is to present facts. The report follows a predictable structure, with a central summary in the lead, and a series of instalments detailing the newsworthy points of the story. The writer supports the Malawian reader through the report by drawing on implicit knowledge regarding places and people. The writer maintains a distant tone and relies on sources to lend weight to the truth of what he is saying, and juxtaposition of facts to increase newsworthiness and make his text memorable.

Having considered the rhetorical and content schemata in “goal” Narratives, and Reports, attention is now shifted to argumentative texts, i.e. the Letters to the Editor and Editorials, and their relation to the debate style Narrative texts.

4.4 Argumentative texts: debate style Narratives, Letters to the Editor and Editorials

4.4.1 Argumentative texts in general

The purpose of argumentative texts such as a Letter to the Editor and an Editorial is to inform and express an opinion, and possibly persuade the reader to adopt a certain point of view. The purpose of an Editorial is to comment on an event and present an evaluation or point of view, from a corporate, rather than a peer group or individual perspective, as in the Letter. The rhetorical schema of this expository text type consists of presentation of situation, (problem), solution (response), and evaluation of response (Carrell 1984). In general, expository text aims to inform, specifically, argumentative text persuades “that” and persuades “to” (Martin 1985). This group of

texts in the MWE data are argumentative in the sense that their text purpose is to persuade the reader to share a particular viewpoint.

To achieve these aims the structure of the argument is of importance. Three of the Narratives tell the story of an argument (see Appendix 1:7-9). The narrator unfolds the oral debates, and in the course of the story the characters demonstrate the traditional rhetorical skills used for argumentative purposes. There is an “etiquette of debate” in the African tradition, which means each person can put their point of view without interruption.

The structure by which an argument is built in the Narrative is used here to demonstrate the development of the argumentative pattern in the Letters to the Editor, and to a more formal degree in the Editorials. There is a contrast to be expected here, in developmental terms, between the line of reasoning in mature written text, established through text organising lexis in nouns, verbs, and prepositions (McCarthy 1991), and in spoken, and less mature written texts, which rely more on conjunction (Martin 1985).

The conventional manner of presenting an argument in the African tradition is to express an opinion with “vehemence and candour” (Mandela 1994: 171). This will affect the attitude the speaker assumes. In mature written text, attitudes are controlled, but in spoken texts are unrestricted (Martin 1985). The texts we have here show a range of attitudes: from the directness of imperatives, vocatives etc, to the use of formal syntactic marking of “new” in structures such as “wh” cleft, showing that they take features from both oral and literate traditions.

An overall view of the argumentative texts will therefore begin with an example from the Narrative data, representing a structure modelled orally in the home environment. It will show the rhetorical schema, the content schema, the position of the narrator as knower, and the criteria for success in debate.

4.4.2 Sample debate style narrative

The sample debate style Narrative is titled “The Ng’ombe and The Nkhuku” (The cow and the chicken), who are discussing who is more important. The story is thus a dialogue, with the narrator providing orientation, adding background information, and comment. The text combines typical narrative features: orientation, evaluation, interpretation/coda, and features of the expository pattern showing the argument: problem, response, evaluation of response.

The text is a written version of an oral presentation, and as such it demonstrates the norms of what Albert (1972) terms “rhetoric”, “logic”, and “poetics”. As mentioned in 2.3.2.3, the rhetoric follows the norms and techniques of persuasion, logic shows the rules and uses of evidence and inference, and poetics refers to the aesthetic criteria. A judgement is made on the basis of satisfactory evidence. It is “successful cleverness” that will convince the listeners in a debate (Albert 1972). As Mazrui (1968:119) says “Elders talk until they agree”. What works is good, and in this story the Nkhuku wins because he provides the most convincing evidence to support his points. The additional category “justification” is added here to describe the material offered as supporting evidence for a point in the argument. Text signals of superstructure are underlined.

Story 5 The Ng’ombe and The Nkhuku

- | | |
|----------------------------|---|
| Orientation/
CA/problem | (1) <u>One day morning</u> the Ng’ombe said to the Nkhuku,
“Who is more important, you or I?” |
| Response 1 | (2) “Generally speaking, I am very essential on the world as a whole,” said the Nkhuku. |
| Response 2 | (3) <u>The Ng’ombe</u> laughed at him and said, “ <u>Hear me</u> .
(4) If you don’t know, it’s your chance now to know that there is no one who is more important than I. |
| Justification | (5) <u>You should also take note</u> that I am the only one who gives your master milk which he drinks and sells, moreover I can manage to cultivate and carry anything for your master when due.”
(6) <u>The Ng’ombe</u> continued talking and said,
“If your master needs, he can sometimes kill me for meat to eat or sell so as to have money he needs for his family.”
(7) <u>The Ng’ombe</u> did not stop there, but kept on saying,
“My skin is also very essential in several ways: shoes, belts, and beds need my help from my skin. |
| Eval of resp | (8) “ <u>Then who are you to me after all?</u> ” |
| Comment | (9) <u>The Nkhuku</u> was a good man and very political when speaking. |
| Problem restated | (10) He said to the Ng’ombe,
“ <u>Yes, the Ng’ombe</u> , you have talked much and of course made very important points, but you have forgotten one thing.
(11) I myself am of no use as you have already said,
<u>but let me also tell you how wonderful and important I am</u> . |
| Response 3 | (12) If, here at home, a guest comes, the master needs to kill one member of my family, and not you as are there. |
| Justification | (13) Although the master should kill you, the guest won’t say they had killed a member of your family because of him, no, but myself. |
| Eval of resp | (14) If that guest goes back, he preaches my name all along his way and appreciates he went to somebody because of me.” |
| Response 4 | (15) <u>The Nkhuku</u> added,
“ <u>You shouldn’t forget</u> that at the funeral I am still needed. |
| Justification | (16) To indicate friendship, especially among girls and boys, you will always find me.
(17) I am above everything delicious. |

Eval of resp	(18) I produce eggs which each and everybody likes very much.
Response 5	(19) <u>The other very important thing</u> is that I am not troublesome.
Justification	(20) I don't need anyone to look after me all my life. (21) I go all over the place alone. (22) When the sun sets, I remember to come back home.
Eval of resp	(23) <u>But you, yourself</u> , you can't go away alone unless there should be someone after you which is very shameful.
Eval of resp	(24) <u>Then where is your goodness?</u> "
Climax event	(25) <u>When the Ng'ombe heard this</u> he became so angry that he disappeared into the bush talking to himself madly.
Interp/coda	(26) The Nkhuku mentioned such reasonable facts that now surely there is no one who hates hens. (27) If there are some, they are few.

Figure 4.3: The sample debate style story.

The text superstructure signals mean the "Narrative" orientation opens with a time adjunct, and the question for debate (problem) is presented. The Narrative background/foreground structure means there are narrator's comments, but the dominant structure is the debate structure, with topic question raised, and points presented by the cow and the chicken. The floor is claimed by declamatory devices such as imperatives and vocatives. Ng'ombe commands Nkhuku to listen to the points of his argument (3). Ng'ombe's points are favourable facts about his contribution to the master (5,6,7). He uses intensifiers and a comparative, but the strongest evaluation in his response is a rhetorical question (8).

By contrast, the Nkhuku's strategy is to politely agree by opening his turn with a "Yes, you are right" sequence (10). He is thus flattering the Ng'ombe, but to follow the flattery with disagreement is to belittle the opponent. The points of his argument are presented with both the directness of tone found in indicative statements (15,19,23), and with the greater hesitancy found in conditional adjuncts (12,14). The Nkhuku uses intensifiers, but also provides evaluation of his points by comparing himself directly with the Ng'ombe (13,23). This leads to the rhetorical question with which he closes having a stronger effect (24). In the interpretation/coda the narrator remains the knower, and draws the conclusion "Surely, there is no one who hates hens", but maintains the conditionality of the argument, "If there are some, they are few". This interpretation/coda contrasts with the indicative statement of the typical story close: "This story teaches us ...". The purpose remains indirectly didactic in the sense that a story aims to demonstrate, by the example it reports, how the logic of argument operates. There are features of linguistic display (e.g. intensifiers), to be discussed in more detail in Chapter 5. The content is again close to the concern with "struggle" in life. There are similarities to this model of argumentative structure in the Letter to the Editor, to be considered next.

4.4.3 The sample letter to the editor

The Letter to the Editor is an argumentative text, with the primary aim of expressing a personal opinion and presenting views to support that. It expresses covert prestige by its orientation to the peer group (Bell 1984). The MWE Letters to the Editor also have a persuasive function. In the process, the writer displays rhetorical skill to seize the audience attention. The writer claims solidarity for his personal viewpoint by referring the points in his argument to the shared knowledge of commonplace truths, in order to persuade the reader to agree.

This sample Letter has similarities with the Narrative debate in that the orientation announces the debate question, but the difference is that there is no narrator present. The writer is the one who interprets the significance of the points in the argument for the reader. In this sample Letter the point of contention is a view about writing football fan letters put forward in a previous Letter. It is a one sided argument since the topic has been raised by another writer, and although the subject is known, the specific points raised and the supporting evidence are unknown. The rhetorical schema of problem, response, evaluation of response, conclusion is used here to describe the debate question (problem), followed by a series of points to be made in the argument (solution), each justified by evidence (evaluation of response and justification). The Letter always closes with a conclusion. Signals of text superstructure are underlined.

Letter to the Editor, Malawi News 29 March 1981: Soccer no Monotony:

Orientation/ problem	(1) <u>Kindly let</u> me express my utter disappointment in Mr IEK, who, in his Letter published in the MN of March 22, invalidly thinks it is childish writing Letters in newspapers concerning sports, mostly at club level.
Response 1	(2) <u>In case he doesn't know</u> , as fans of either Bata Bullets or Limbe Leaf Wanderers, we love the team that appeals to us.
Justification	(3) We love its standard of play, where football is concerned.
Eval of resp	(4) <u>That is why</u> it is always a pleasure to see our chosen team play, not to mention talking and arguing in our team's support.
Justification	(5) And to crown it all, we know what we are doing and why.
Response 2	(6) <u>As for the distance that separates some fans from their best team</u> , well, that doesn't worry us a row of pins,
Justification	bearing in mind we are supporting a team that is in our country and within our reach.
Eval of resp	(7) <u>Surely Blantyre is not in heaven, or is it?</u>
Response 3	(8) <u>His other worry of what people in other countries will say</u> is yet another unnecessary type of worry
Justification	for Malawi News is our newspaper and we form it!
Conclusion	(9) <u>Lastly, though I am a resident of the Capital City</u> I am 99% a BB supporter who strongly feels it's just too sweet and early to stop, let alone a monotony, writing in support for our respective teams!

Figure 4.4: The sample Letter to the Editor.

There are two main aspects of interest in the signals of superstructure: the level of interpersonal involvement shown in the phrases used for presenting the statements, and the signals of the line of reasoning used to present the thesis, argument, conclusion. The Letter is marked by the writer's directness in claiming reader attention similar to directness of the Ng'ombe in the debate Narrative. The writer claims the floor with an imperative (1). He uses first person pronouns to claim group solidarity between himself (me, I) and other fans (We, our). The statements he makes about the "fans" are very general in nature, implying they are commonly accepted truths. He refers to the other correspondent in the third person, by name (1), "he" (2), and "His other worry" (8).

In the line of reasoning, the responses are signalled by concessive adjuncts (2),(9), a viewpoint adjunct (6). It is a politeness strategy that means many of the statements of opinion are fronted by viewpoint or concession adjuncts. This form of showing politeness is termed "neutralising" by Chishimba (1983) who suggests that the strength of a statement is "neutralised" for face saving purposes by the use of such structures. The preservation of dignity in this way is of considerable significance in communication (Mandela 1994:10). The evaluations of the response are signalled by a rhetorical question (7), and "That is why ..." (4). The former style is found in Narratives and Letters; the latter, in all text types. Closer attention is paid to the role of these aspects of linguistic selections in discussion of elements used in the thematic frame in Chapter 7.

In questionnaire responses the comments picked out apparent lack of organisation, register switch, formulaic and superfluous phrases (see Appendix 2:3). One respondent commented that the text read like someone talking. The apparent lack of organisation may arise from the "spoken" style, and also lack of clarity as to the specific points to which the writer is responding. The writer addresses his opponent directly, rather than making an objective presentation of his points. The register switch arises from the use of emotionally charged language, and use of formulaic phrases. This style feature is also part of the linguistic display referred to in more detail in Chapter 5. The impression of superfluity is due to the amount of repetition and the number of modal and textual markers in this text, as the writer includes evidence to support his points. Closer attention is paid to these features in Chapters 7 and 8

These features of rhetorical structure, writer's position, and the structure of the line of reasoning are similar to those found in the other Letters (See Appendix 1:21-26).

The content schema of this sample Letter, the concern of fans with their favourite football teams, is fairly universal. Other letters deal with sport (15), transport (10,11,14,48), recreation (16,18,22), education (13), the English language (17,20), plays (8,9,30), family life (19,47), health education (12), postal services (21), retailing (49). They are all complaining about something that needs changing, with the exception of Letter 10, praising a new bus service and giving reasons why the old situation was so bad. Letter 21, which complains about the postal service, neutralises the severity of its criticism of a government service by closing with praise for the installation of telephones throughout the capital. The two Letters on the English language are a complaint/response sequence. The complaint about a magazine writer's use of difficult words is countered the following week by a brusque reproach, and the advice to read easier texts. Evidence in defence of the magazine writer is provided by the fact that the correspondent's English has improved by reading that writer's work.

The MWE Letter writer's position is generally robust, as he presents his position and justifies it by appealing to the reader through his forceful arguments. To identify differences in purpose and writer's position between Letters and Editorials, we will close this chapter with a discussion of the Editor's version of the argumentative text.

4.4.4 The sample editorial

The purpose of the Editorial, as mentioned above (4.3.1), is to present a topic and to express the corporate opinion of the newspaper on it. The writers of *The Daily Times*' and the *Malawi News*' Editorials are patriotic in tone and relatively didactic. The Editorials rarely discuss a problem as such, but comment on a piece of news of topical interest, and point out its relevance to the readers, again by making reference to common knowledge. The rhetorical structure described here has similarities with the other argumentative texts discussed, but shows greater linguistic complexity used to develop the line of reasoning. The lead consists of an orienting summary of the situation to be discussed, an evaluation of its significance, and contextual details. There are four responses in this Editorial, each with an evaluation. The response or evaluation may also have a justification, providing supporting evidence for the statement made. The Editorial, like the Letter, has a conclusion. The text signals of superstructure are underlined.

Lead/ orientation	(1) <u>Deep-rooted issues regarding fertiliser as a solution to increased crop production</u> are currently being discussed.
	(2) The discussions are in the form of a week-long course, currently underway in Blantyre on soil fertility, crop nutrition, use of fertilisers and extension methods.
	(3) As may be guessed from the fairly high-flown topics, it is agricultural experts, in their own right, attending this course – officers from the Ministry of Agriculture, the Agricultural Development and Marketing Division (ADMARC), the Smallholder Fertiliser Revolving Fund and Optichem (Malawi) Limited.
Response 1	(4) <u>The workshop</u> is likely to provide much food for thought for the course participants.
Eval of Resp	(5) <u>This is so because</u> there is much to reflect upon – given the fact that fertilisers have been the key to the agricultural transformation Malawi has undergone,
Justification	to the extent of chalking up the feat of being self-sufficient in food for many years.
Response 2	(6) <u>But even after having come this far</u> , a deeper understanding of the magic stuff called fertiliser is needed for both experts and ordinary farmers.
	(7) Fertilisers are the product of laboratory and field tests, for example.
Eval of resp	(8) <u>From time to time</u> , these tests unveil breakthroughs or setbacks that need looking at afresh
Justification	– or else the stereotype expert may be caught on the wrong foot.
Response 3	(9) <u>The other point is</u> that ordinary farmers have generally acquired remarkable experience and knowledge in the use of fertilisers.
Justification	(10) They are bound to be disgusted by so-called experts who cannot go beyond A, B, and C.
Eval of resp Justification	(11) <u>We, therefore, urge</u> participants to take this course seriously, particularly in the light of the fact that the nation's growing population of up to 7.9 million people increases the demand for more food quality and quantity from any plot of land.
Response 4	(12) <u>The participation at the course</u> is also impressive in that it pools organisations involved in the production or transportation of fertilisers to farmers.
Justification	(13) It is no secret that farmers have sometimes been hit by the non-availability of fertilisers, either through production or transportation problems – or both.
Eval of resp	(14) <u>This is sad.</u>
	(15) <u>The consolation now</u> is that in these later years, these problems have tended to diminish.
Conclusion	(16) <u>We hope</u> the course will provide “fertile” ideas and break new ground in efforts by Malawians to make theirs an ever green land of plenty.

Figure 4.5: The sample Editorial.

The superstructure signals show the question for debate is raised with a highly nominal front weighted noun phrase (1). The conclusion (16), presents the corporate view (We) on what should happen with regard to the “issues”, or debate question. The signals for the response and evaluations are mixed. The signals for responses are

2 noun phrases (4), (12), a position adopted through hedging (6), an argument presentation clause: "The other point is ..." (9). Evaluation is signalled clearly in the evaluative clauses, "This is so because ..." (5) "This is sad" (14). The signal is less clear in (8), which opens with a time adjunct, and in (11), which uses the corporate "We therefore urge". This means there are a number of signals, but the purpose of each in relation to others is not clear. It seems that some serve to reinforce the previous statement, e.g. "This is sad" (14), followed by the specific discourse signalling lexis "The consolation now is" (15). Such propositional relations are discussed in more detail in Chapter 8.

Questionnaire responses commented on formality of tone, inconsistency in register, formulaic phrases and sentence length (see Appendix 2:4). Formality of tone is set by highly nominal sentence themes such as (1), with front weighting, and use of passive. The Editorial writers display their skill by the use of formal and elaborate linguistic resources for presentation of the text, for example the combination of viewpoint adjunct and "it" cleft in (3). The formulaic phrases occur when the writer includes evidence to support of his points by referring to general statements of common knowledge. He involves the audience by the use of the inclusive pronoun "we". Against this background the Editor assumes the right to express a strong corporate opinion.

The rhetorical structure of this Editorial is similar to the other Editorials in the database, i.e. topic announcement, comment, evaluation, justification and presentation of opinion or suggestion on the matter (see Appendix 1:26-30). Their content schemata deal with issues of which the Malawian can be proud, such as, a heart operation, participation in international football, and the achievements of war veterans. They also focus on topics on the government's agenda, such as improving the use of fertiliser, raising awareness of AIDS, and improving business practices. In all cases the editorial writer adopts an authoritarian position on the corporate views. The manner in which they are presented is discussed in more detail in the following Chapters of analysis

4.5 Summary and discussion

The chapter has shown that the MWE texts follow conventional rhetorical schemata for text type with modifications arising from their communicative circumstances. The communicative circumstances are modelled in the Narrative data, both goal Narrative and debate style Narrative. The modifications are seen in the role the writer adopts for the specific texts purposes, and the linguistic resources he uses to

involve the audience. The content schemata show that the values and concerns of the audience predictably relate to acceptable behaviour and the organisation of everyday life.

The rhetorical schema of the “goal” Narratives follow the Labov categories clearly, and the influence of oral traditions is indicated by the narrator’s comments, backgrounding information to support the Narrative skeleton. Register variation is used to attract attention to specific information. The purpose is didactic, with a moral generalisable to the real life world.

The Reports aim to inform. They open with a lead, presenting the complicating action and result. A series of subsequent instalments provide more information on the result, in decreasing order of importance, with no conclusion. The newsworthy interest for the Malawian audience relies on the relation between their contextual knowledge of the country, and the details which the journalist provides on the event. The writer’s position is neutral. He draws on sources to lend significance to his newsworthy details. Juxtaposition of facts is used in some cases to make the text memorable. The writer’s tone is generally distant and impersonal, since factual reporting is at the bottom of the list for the use of “poetics” and linguistic display.

The strong influence of the oral tradition of rhetoric is shown in the similarities between debate style Narrative and argumentative texts in the news data: the Letters to the Editor and the Editorial. The African debating style is to announce the topic of debate and present views as a list of points, strongly and without interruption until a consensus is reached. In these texts the debater’s direct tone illustrates that he is presenting his views with “vehemence and candour” (Mandela 1994:171).

The writer’s position is marked in different ways through the Narrative, Letter and Editorial examples of this group. In the debate style Narrative the characters present their positions in turn, making use of the rhetorical question to ask the audience to draw conclusions. This means the narrator’s role is to comment and interpret for the reader and lead him to a conclusion about the moral. The debater’s position is negotiated in the Narrative and Letters by using hedging structures to neutralise the strength of presentation of the opinion, as a politeness strategy, and to avoid face threatening. The Letter dispenses with narrator’s comment, but shares with the Narrative the use of a rhetorical question to close a point. The persona of the Letter writer appeals to the audience as a peer group for group solidarity. The persona of the Editor appeals to the audience as a nation, in a more authoritarian role, drawing on formulaic phrases to relate the significance of the issues raised to the values of the nation as a whole.

The successful debater is the one who provides the most convincing evidence, and for this reason there is a considerable amount of evaluative material in these texts. Each response is evaluated and justifications are included to reinforce the points. To convince the reader, the argumentative text writers use their appropriate linguistic skills, based on the position they negotiate for themselves.

The communication styles show that the writer's position in Narratives is to comment and interpret, in Reports to be neutral, putting focus on sources cited and addition of newsworthy information, and in argumentative texts to present views with vehemence and candour. The specific text purposes thus determine the writer's position. The position of the writer in the narratives and persuasive texts shows the influence of the L1 communicative competence, based in orality. Variation in lexical collocation, formulaic phrases and juxtaposition of facts have been noted in this chapter as ways in which the writer draws attention to his message. The specific linguistic elements which contribute to stylistic marking of these texts will be looked at in greater detail in the following chapters. The task in the next chapter is to investigate the contribution of the lexical repertoire to the position of the MWE and manner in which his message is presented.

Chapter 5

The MWE Lexical Repertoire: Forms for Functions

5.1 Introduction

The previous chapter showed how the writer assumes a specific position relevant to his text purposes. In this chapter the contribution of lexical features to the creation of an appropriate register are examined as part of the general linguistic repertoire of MWE, bearing in mind that they are part of the patterns of communication style. The view to be explored here is that the MWE lexical repertoire will show how the writer involves the audience by using of lexis that draws on shared knowledge, and uses lexical focusing strategies to highlight significant information in the message. The material for this analysis is the linguistic forms used to carry the functions of theme and “new” in the information structure. The analysis aims to identify norms of register appropriacy and show how the L2 English lexicon contributes to information management in the data.

The ontology and characteristics of an L2 English lexical repertoire are complex. As mentioned in 3.6.2, this repertoire is comprised of categorical and variable features (Richards 1982) influenced by L1, cultural, and register considerations. To relate these features to the discussion of the MWE lexical repertoire we draw on comments on lexical selections in “The Pear” stories as a useful starting point. Downing (1980:89) suggests that there is in the use of any language “a body of referentially basic lexemes” for everyday usage, but that “any number of cognitive, stylistic, and textual constraints may cause the speaker to abandon the basic terms at a given point in the discourse”. The notion “basic lexemes” is used to signify the commonly preferred lexemes selected for everyday items, which are “the first learned and first named by children and the most codable, most coded, and most necessary in the language of any people” (Rosch 1975:435 cited by Downing 1980:104). With regard to the MWE data, the “constraints” of a cognitive, stylistic, and textual nature are taken to mean the factors influencing selections based on codability in the L2 code, and contextual factors such as audience, and text goals.

For MWE, the basic lexemes will be those learned well in school and commonly used in the speech community, either through being similar to L1 expression, or thoroughly taught in the school situation. They will also be expressions conforming with politeness norms, and lexis currently popular in that speech community.

The cognitive influences on the MWE lexicon derive in the main from the restriction inherent in a learned lexical repertoire. The restriction is generally thought to be due to lack of exposure, in the classroom and outside, to native-speaker models. In the MWE code, as in other L2 codes, the user develops compensatory strategies, which are part of the interlanguage notion of communication style. In the MWE speech community the intra-national registers of English are those of administration, financial and economic activity, professional and academic discussion, the world of modern entertainment and sports. The effect of such restriction is that the everyday or colloquial register draws heavily on the styles in these models.

This type of colloquial register arising from situational causes is complemented by extension and reinterpretation of the semantic content of existing BrE lexical items to develop shared meanings for that speech community. This may be seen as variation in collocation from the metropolitan code. In the expression of MWE concepts, it is variation in connotation and denotation as much as collocation, and often involves creative usages of the language, where there is shift in word class.

In addition, there is prestige value in the display of education and rhetorical skill (Sey 1973:123) and this may lead to “intentional” or teleological deviation, as discussed in 2.3.3. It is seen in the MWE lexical repertoire in the use of lexemes for the stylistic purposes of display, and textual purposes of information focus. The collective label for this type of lexis suggested for Popular Nigerian English (PNE) is “bookish English” (Ubahakwe cited by Jowitt 1991:146). It includes 1) grammar book English, i.e. stilted or pedantic English, 2) formal for informal English, 3) use of words from special registers, 4) grandiose English, e.g. lexical linking, 5) clichés, or formulaic phrases. The last category is particularly important since conservative and traditionalist values mean that received wisdom has priority (Ong 1982:23, Tannen 1982b, Smith 1987b).

The manner of the overall use for display purposes constitutes “generally flowery language” (Sey 1973, Chishimba 1983, Magura 1984). In her description of Burundi “speech manners”, referred to in Chapter 2.2.2, Albert (1972) suggests that the aim to convince the audience of an argument by “successful cleverness” involves appealing to, and manipulating the emotions. This is seen in the text in several focusing strategies. One is the use of intensifiers of different kinds and emotionally charged language. Stylised exaggeration is common in practical contexts, and there is a lexical distinction made between literal truth, fact, and outright lies, on the basis that “what works is good”. Secondly, the social structure in the Burundi culture she

described required register shifts to be made to suit speech situations. The availability of a range of registers means register shift can be used as an attention getting device. Thirdly, as mentioned in Chapter 3, "oral expression carries a load of epithets and formulary baggage which high literacy rejects as cumbersome and tiresomely redundant because of aggregative weight" (Ong 1982). The writer draws on these features to relate the message to the context of common knowledge of the reader.

As mentioned in 2.2.2, the contextual characteristics of the learning process from which the student takes "code rules" and applies them to "code use" (Widdowson 1979:194) lead to potential similarities across L2 English codes (Williams 1987b, 1989). For this reason, much of what is to be said in this chapter regarding lexical selections will be related to the reviews the L2 English code carried out by other writers. These include Ghanaian English (Sey 1973), English in Singapore and Malaysia (Tongue 1974, Platt & Weber 1980), Indian English (Nihalani, Tongue & Hosali 1979), Nigerian English (Jowitt 1991), and general descriptions of the "New Englishes" (Platt, Weber & Ho 1984).

The effect on the L2 code of the cognitive, stylistic and textual factors discussed above is a combination of compensatory strategies for the lexical restriction, and stylistic and textual flourishes to display education and rhetorical skill. These include the use of coinages, the use of more than the required number of words, use of formulaic phrases, the use of words which stand out as unusual or unexpected, use of intensification or amplification of lexis, and the use of emotionally charged language. We will deal with these areas of consideration under five headings: semantic shift, lexical linking, formulaic phrases, special lexis, and intensification. Appendix 3 gives further illustrations of the examples discussed.

5.2 Aspects of semantic shift in the MWE lexicon

Semantic shift implies the extension or restriction in denotation and connotation of a lexical item as it is used in British English. Denotation identifies the type of referent. Connotation refers to the emotional associations made with linguistic meaning, which comprise three basic dimensions valid across cultures: evaluative (good/bad), potency (activity), and intensity (strength/emotive power) (Downing 1980). The reader may recognise the words but not the meaning, since this kind of comprehension can occur in different degrees (Smith and Nelson 1985). There may be "intelligibility" (word or utterance recognition), "comprehensibility" (word or utterance locutionary force), or "interpretability" (word or utterance illocutionary and perlocutionary force).

Some semantic shifts in connotation arise from what a specific lexeme may signify in a certain culture. These items will be semantically opaque in BrE unless the receiver is well acquainted with cultural life in that particular area (Dubey 1991:20, Mbangwana 1991). The Nigerian variation in connotation of “wife”, “dog”, “rain”, “cow”, “sister” discussed by Adejare & Afolayan (1983) suggests an African writer could use these items in a way which is “grammatically acceptable but semantically deviant to one unfamiliar with African culture” (Magura 1984:117).

Such variation occurs in the MWE data in examples such as “Please, restaurant owners, keep cats and dogs out of your business front.” (Letter 18.10). The Chichewa equivalent to “Please”, “Chonde”, is a very powerful word to be used when begging a favour. “Thank you”, on the other hand, has a very general meaning, from “excuse me” to “good-bye”. It is a courtesy marker as the speaker acknowledges a change in his circumstances vis a vis the interlocutor, e.g. “Thank you King” says Kalulu as he leaves to carry out instructions (K7.20). This usage of “thank you” is reported for other African speakers (Platt, Weber & Ho 1984:157), as is the variation in the connotational value of “sorry” mentioned in 1.2.2 (*ibid*:159, Sey 1973, Jowitt 1991). Such variations in the perlocutionary force of a word reflect the cultural norms of a particular region.

In other cases the semantic shifts represent substitute lexemes for those not suitable, or not found in the repertoire, or they are used for particular stylistic or textual purposes. Some would view this process of semantic shift as restriction, others view it as language change. It is logical to see the one as leading to the other, as restriction leads to compensation, resulting in the evolution of variant usage. Two areas of semantic shift are considered here: variation in connotation or denotation, and creative use or coinage through change of word class.

5.2.1 Variation in connotation/denotation

Variation in connotation or denotation means the MWE use lexis with different semantic implications from the British English usage. Restriction in the L2 code means that some of these words have a range of meanings. A few examples from the MWE selections in Narratives and Letters illustrate the point. “New” is italicised and lexical variants are underlined.

- (i) When he came the man *told* the pigeon these things (S2.8)
- (ii) *From today until further notice* you are chased away from my house (S12.42)
- (iii) *Parents who are fond of* chasing their daughters from their home, just because the daughters have *come home late*, must *stop this habit* (L47.1)

- (iv) Mr Mkango the Lion was so *happy* that he began boasting of himself and eating others. (K9.5)
- (v) "Okay, if you want to marry my daughter, you should cultivate my garden without resting," said the King. (K1.11)

In (i) "come" means "to return" or "to arrive". A Malawian might say "I am coming" as he leaves, meaning "I will be back shortly". This is also reported for Kenya (Hocking 1974) and Nigeria (Bamiro 1995). The verb "chase" (ii,iii) is often used to mean "expelled" in the sense of morally excluded. The intention is generally to drive away rather than catch. In (iv) "boasting" is glossed as "acting in a proud manner to show importance". In (v) "cultivate my garden" means "prepare my field for cultivation", showing variation in the denotations of both "cultivate" and "garden". The shifts in the connotations of "come" suggest restriction in the vocabulary, and cultural variation in "garden", "chase" and "boast". This type of semantic shift generally occurs in informal oral usage or at lower proficiency levels, hence their occurrence in the Narratives and Letters. These items are used within a "neutral" register of basic lexemes, and are not used for particular stylistic effect. The fact they are used to carry 'new' information shows they are important to text purposes, but that the MWE is assuming a shared meaning with the audience. For further examples of this type see Appendix 3:2-3.

5.2.2 Creative usages, or Coinages

These examples from the MWE data show lexemes where form or word class has shifted from the British English. They are lexical developments which show peer group solidarity for a colloquial idiom and are often used for stylistic effect. The label for them varies according to viewpoint, from "malapropisms" (Sey 1973) to "creative choices" (Bamiro 1991, Magura 1984, Valentine 1991). Items in this group generally belong to an informal spoken interaction. In Malawi one might hear: e.g. "I'll drop here", "I'll branch at my uncle's house", "She is novelling", "Stop necking about!". The first two have been reported in other L2 codes, but not the second two, as far as I know. These forms depend on amount of exposure for uptake.

Coinages used for stylistic effect occur in all text types in the data, and often coincide with the textual presentation of "new". The first example, from a Letter, shows a combination of variation in connotation, with coinage, and preferred substitute lexis, all of which have general usage. "New" is italicised and lexis underlined.

- (v) *Mini-buses that move serving people on this route daily are neither comfortable nor reliable, particularly during month-ends when the mini-buses are jam-packed.* (L48.3)

The verb “move” is a basic lexeme with a range of meanings from “run”, or “operate” here, to “going around” with a person in the sense of being friends or lovers. “Month-end” has become a noun with specific time reference, and “jam-packed” is a frequent denotational substitute for “overcrowded”.

The next group of examples shows examples of “coinage” from all four text types.

- (i) Mkango asked Kalulu the Hare to *tell the unthinkable chief* that they should *meet at the boxing pitch*. (K9.14)
- (ii) Kindly let me express my *utter disappointment* in Mr IEK, who, *invalidly thinks it is childish writing letters in newspapers concerning sports*. (L29.1)
- (iii) It is *small wonder* that countries in Europe and other continents are beginning to discover that *Africa offers more than had fancied their eyes in the past*. (E38.8)
- (iv) The game will be *curtain raised by a BAT Sportsman Trophy clash*. (R7.11)

These examples demonstrate the MWE ability to manipulate the linguistic repertoire for their own purposes in a creative way. While the use of “unthinkable”, “invalidly”, and “curtain-raised” are efficient in encoding a recognisable concept “fancied their eyes” is slightly more problematic. It presumably means “attracted their attention”. They confirm Albert’s (1972) view that poetics and practical considerations take priority in shaping effective communication, are also supported by Magura’s comment that “It is the African’s version of colloquialism to invent these flowery phrases” (1984:110). As suggested in 2.2.2 there is a “poetic force” driving the language away from “simplification” to “complexity” (Widdowson 1979). The examples in this chapter show there is a desire to enhance the language use aesthetically. For further examples of coinages see Appendix 3:3-4

5.3 Lexical Linking

The term “lexical linking” is used to describe the characteristic of using more than the minimum number of words. It is taken in preference to the more pejorative term “verbosity” (Sey 1973:124) since it is seen as a positive stylistic characteristic in the MWE communication purposes. The MWE like to use pair patterns to clarify the point. Examples of the statement justification pattern in a sentence were seen in the sample analysis (3.5.1) and will be seen in more detail in Chapter 8, with examples of pairs of clauses, or a pair sentences. Here attention is paid to the role of pairs of lexemes.

Lexical linking involves pairs of NPs, VPs, or Adjectives, and across the text types, frequencies of lexical linking vary significantly (see Table 5.1). In the table, “Kal”,

“Deb”, and “Stor” stand for the three groups of stories: Kalulu stories, debate style stories, and miscellaneous “goal” stories. “Rep”, “Let” and “Eds” stand for Reports, Letters, and Editorials.

Table 5.1: Frequencies of lexical linking across text types.

	Kal	Deb	Stor	sub-tot	Rep	Let	Eds	sub-tot	Total
VP pairs	30	11	12	53	1	4	4	9	62
NP pairs	1	4	2	7	0	13	7	20	27
Adj pairs	6	3	1	10	1	3	5	9	19

Table 5.1 shows a far higher number of VP pairs in Narratives (53) than News texts (9), while there is a higher number of NP pairs in News texts (20) than Narratives (7). These figures are predictable if we expect the expository texts to be more nominally oriented and the Narratives to be more verbally oriented, since they are more closely related to spoken language (Martin 1985, Halliday 1985). Frequencies of adjective pairs are more or less the same (Narratives 10, News texts 9).

In the MWE data, lexical linking has several aims: to emphasise the concept, to clarify it, and to display a lexical range. These features are of interest here firstly since they are used as vehicles for presentation of “new” or informatively significant material in the sentence. They are thus part of the focal strategies for newsworthy information and have implications for informativity, since the quantity of information is increased. It will be noted from the table above that there is little use made of these devices in Reports. The second reason of interest is that similar occurrences are reported for other L2 codes (Sey 1973:124, Platt, Weber & Ho 1984:114), suggesting there are similarities in communication style.

Lexical linking in MWE generally involves the use of two or more near synonyms, or fusion of two near synonyms by subordination. In the following examples shown here the synonyms in (a) are joined by the co-ordinating conjunctions “and” and “or”, and group (b) gives examples of fusion of synonyms.

In group (a) the range of use is illustrated by examples from different text types, and similarity between L2 codes by single examples of similar occurrences in Educated Ghanaian English (EGE: Sey, 1973). These examples show a pair of NPs, adjectives, and VPs for the purposes of emphasis. Additional examples from MWE data may be found in Appendix 3:4-9. These also include examples of pairs of preposition phrases. In the example below, “new” is italicised and lexis underlined.

(a) *Co-ordinated synonyms*

- (i) *Efficient and responsible teachers* should always be *dedicated to duty* and *disciplined* in any society. (R6.1)
- (ii) Behold ladies and gentlemen, choose *a friend or companion* whom you know is *a good and promising one* (K13.36)
- (iii) The other animals were *not happy* with the kings deeds, but they *neither tell him their sadness nor react* (K8.5)
- (iv) I feel this could be a *very expensive venture for Kwathu* because only a very small percentage of people in neighbouring countries *speak or understand Chichewa* (L9.11)
- (v) We hope these workshops will ensure that we *see and hear the last of the unbecoming behaviour and conduct* (E34.13)
- (vi) I have *seen and lived with floods for some time* (R1.18)
- (vii) EGE. I would also like *to live and exist like my predecessors* (Sey 1973:124)
- (viii) EGE. But we do not think *the answer or solution* lies in the supply of *abundant financial help from the relatively well to do nations* (Sey 1973:125)

Allocating focus to the topical theme in example (i) enhances the status of this group of teachers. Some pairs operate redundantly to reinforce meaning ((ii), (v), (viii)). Pairs in (iv), (v), (vi) (vii) operate to expand the meaning in a similar way to the common Narrative VP pairs like “go and tell” (K7.19). With the other two pairs from Narratives there is a disturbance in the balance of inclusion of reference. In (i), “good and promising” combines general and specific, whereas (iii) “neither tell him their sadness nor react” combines specific and then general reference, with a longer phrase in first place. This makes the pair stand out because the balance is disturbed, not only of referential inclusion, but also of length of phrase. Following the principle of end weight, the normal position for the longer phrase would be last. In example (iii), the single lexeme in last position makes an abrupt close.

The second feature of lexical linking is the use of two near synonyms fused by subordination. In the following group two near synonyms are fused as modifier + head

(b) *Fused synonyms*

- (i) Let me go and call *my fellow friends* (D6.25)
- (ii) EGE. There was one of them with *some special outstanding character* (Sey 1973:126)

These patterns suggest that the L2 user makes a conscious selection of lexical pairs for the purposes of placing focus on “new”. However, when they constitute two accidentally similar but not parallel uses of a word, they have to be taken as a demonstration of lexical restriction.

- (c) (i) He had *no knowledge of knowing the temperature* (S12.23)
 (ii) He told the wild dove to get a *long reed about 90 centimetres long* (S12.21)

Such examples occur in Narratives and indicate lower proficiency usage.

This section has shown that lexical linking serves to embellish text stylistically, and occurs where information focus is needed, whether “new” is in theme or rheme. While some of these examples may not be exceptional in the sense of “deviant”, they fulfil a specific discourse function by enhancing the impact of “new”. These observations may also be generalised to other L2 English codes. Lexical linking relies on number of words to support the meaning, whereas the use of formulaic phrases of various types, discussed in the next section, supports meaning by drawing on received wisdom.

5.4 Formulaic phrases and figurative language

The traditional African notion that received wisdom has priority over personal knowledge (2.3.2) encourages the use of formulaic phrases of various types. These are “collocations” of a kind, in the sense that they are predictable co-occurrences of two or more words. These lexical strings also have the status of shared knowledge. Other people’s words and received wisdom are used by MWE in the same way that proverbs are used to establish guidelines for “truth”, and lend credence to the propositions (Chishimba 1983). Such “accepted clichés or phrases” can offer what Magura (1984) calls “implied meaning”. As has been said regarding Nigerian usage, (Jowitt 1991:143), a high value is placed on social conformity, which means using a series of conventional collocations embodying conventional thoughts. It is the “jargon” of everyday life. The advantage for the L2 English user is that the use of such lexical strings, with predictable, previously tested meaning, offers semantic security, and may compensate for a restricted lexicon.

The types of phrases selected vary according to text purpose. The aim may be to generalise meaning, to make it less direct and confrontational, to set a formal tone, or, less formally, to indicate that the writer empathises with the “common man”. Examples are grouped here as Narrative formulaic phrases, News text register, similes and analogy, and general aphorisms.

5.4.1 Narrative formulaic phrases

The use of formulaic phrases in the oral traditions aids the memory of the narrator (Ong 1982). In the oral traditions of Greece formulaic phrases and repeated chunks

or epithets were incorporated into Homer's narrative in a process known as rhapsody (embroidering or joining together) of formulaic pieces (Ong 1982). In the MWE data there are similar features. There are three types of examples from the Narratives given below, dealing with typical events and behaviour. In (a) recurrent lexis and phrases reflect the MWE values regarding stereotyped behaviour. In (b) and (c) the lexis deals with stereotyped events. "New" is italicised and lexis underlined.

(a) *Stereotyped behaviour*

- (i) The animals thought it wise to choose a leader. (K9.3)
- (ii) He spoke with cleverness and wisdom (K7.12)
- (iii) His daughter was very glad to see such a clever boy (S10.39)
- (iv) I am very happy to see the King and his daughter said Kalulu cleverly (K8.9)
- (v) Nkhuku was a good man and very political when speaking. (D5.9)
- (vi) He reached the King's house cleverly and courageously (K8.8)
- (vii) In order not to be shy, he fetched firewood, and heaped it on the dead animal to roast the meat so that it should easily be cut into pieces. (D4.20)
- (viii) Fowls are tamed by people and are well respected because of being honest. (S12.49)
- (ix) I hope this sort of cheating will not happen this time (L16.5)
- (x) Once upon a time there were many locusts in our village and they were very troublesome," David said. (S10.31)

The examples show the types of behaviour which imply successful cleverness to which Albert (1972:86) refers in her description of the rules of oral rhetoric.

"Wisdom" and "cleverness" signify "cunning" in the sense of ability to solve problems, which a character is "happy" to see. "Cunning" includes the notion of "successful cleverness". This is further illustrated in (v), where the two epithets suggest that it is good for a person to be "political", in the sense of having the ability to convince the listener of his view.

To be "clever" and "courageous" means the character has both the ability to solve problems and the confidence to carry it out. By contrast, to be "shy" means to lack the confidence to do something. "Honesty" is respected, but "cheating" signifies deception in general terms rather than a specific reference to deceit, e.g. in examinations or card tricks. To be "troublesome" is problematic. These are examples of commonly used lexis which provide a template of values for behavioural characteristics. They indicate to the audience the regard in which that character is to be held.

The stereotyped situation where the character is struggling to achieve a goal in the oral narrative leads to the use of predictable lexis and formulaic phrases for the

process. Examples in (b) show the attempt and failure. Examples in (c) show the character faced with difficulty. “New” is italicised and formulaic lexis underlined.

(b) *The notion of struggle*

- (i) The Hippo challenged other animals that he would marry Beauty because he was more powerful than them. (K1.15)
- (ii) Among all the animals there was *Hyena, Leopard and Kalulu* who showed that they would really struggle to win the King’s daughter. (K15.6)
- (iii) They thought of means and ways of finding out the daughters’ names but they could not dig it out (S11.11)
- (iv) He tried to find this way and that but he still failed and that year he didn’t farm (S4.24)
- (v) Many men tried these tests to get the daughter but failed (S14.8)
- (vi) At that time he was living on land, but because he was ashamed he ran away and jumped into the river. (K1.19)
- (vii) From that time the Lion is afraid of wasps and whenever he meets Kalulu he deserts because he thinks Kalulu has wasps with him. (K15.33)

These stereotyped events in the course of the “struggle” mark the opening or close of the episode in which the struggle to achieve a goal occurs. Failure means loss of face or dignity, which accounts for “ashamed” in (vi). Whereas other characters struggle and fail, the hero obviously struggles and wins. The image of struggle from the oral tradition of the narratives is continued in the news texts, where figurative language depicting conflict is used (see 5.4.2).

The sentences in the last group of examples are about characters who have just received some bad news. These examples, among several (see Appendix 3:9), show that silence is the preferred action. “New” is italicised.

(c) *The notion of discretion*

- (i) The King was *very angry* and he stayed for five minutes without saying a word (K8.13)
- (ii) Since the Leopard loved the King’s daughter he left the place without any word (K15.12)

Discretion is a valued quality (Albert 1972). It seems to extend to the Tamil community in India, where “I’m keeping quiet” is glossed as “I am doing nothing.” (Nihalani, Tongue & Hosali 1979:108). These formulaic phrases mark the end of a text stage, indicating a transition to the next. There is an implicit and predictable evaluative comment from the narrator in the use of formulaic phrases at key stages of the text.

Such formulaic phrases have wide spread occurrence (for further examples see Appendix 3:8-9). They signal at a lexical level the traditional attributes for

characters, and values for behaviour in the narratives. They are used to carry “new” information, and aim to invoke the reader’s shared knowledge and values.

5.4.2 Newstext Register

The Newstext register is learned in journalist schools by journalists, and perpetuated by local modelling. The formulaic phrases of the Newstext register function as shortcuts to key in certain stereotype images from a presupposed “script” (Schank & Abelson 1977). In this sense, they rely on a reservoir of predictable formulaic phrases in the same way that the Narratives rely on predictable lexis to express stereotyped events and behavioural values. The register includes a figurative use of language not found in the Narratives. The samples include (a) images of conflict, including an example from Magura’s (1984) Zambian data (ZWE) (b) sports images, and (c) colloquially informal News text register. Since the writers use images in conflict in texts which do not overtly deal specifically with armed struggle, they have the effect of intensifying the impact of the “new” information. Similarly, the use of colloquially informal register in a formal text disturbs the register, and claims the reader’s attention.

(a) Images of conflict

Military images are used to exemplify how one deals with a problem. The image of “a war” on Aids continues throughout one Editorial demonstrating the aggregative use of the imagery (Editorial 37, Appendix 1:28). “New” is italicised, and lexis underlined.

- (i) In these reports they capture scenes in affected areas and recount the swift action taken by the government to evacuate the flood victims. (R1.2)
- (ii) The Ministry of Health needs to be commended for leaving no stone unturned in the fight against the deadly AIDS (E37.1)
- (iii) The three cited aspects of waging war on Aids are all needed (E37.3)
- (iv) Shabbiness and dirty dressing seem the order of the day (L11.3)

The images have a predictive power to encapsulate the notion of “struggle”, and heighten the effect on the reader by its military reference. In the sports reports the military campaign imagery continues

- (v) ZWE. Their black wings will poke into the gleaming eyes of their opponents. They are going to snatch the whip from the Black Pirates and give them a sound leathering (Magura 1984:110)
- (vi) MWE. If wanderers are aiming to return home smiling, the defence of HG, FM, AC, and SK has to seal up all the holes drilled by Admarc Tigers (R7.6)

The use of the image of conflict in sports reports is predictable, given the struggle to win. Transferred to other News texts, images of sport convey the picture of socially or morally acceptable behaviour. The examples in group (b) are expressions of opinion from a Letter and two Editorials. The Letter topic is the behaviour of traditional dancers, and Editorial topics are the exemplary moral behaviour of participants in an international football tournament, and the honour of playing in the national football team.

(b) *Sports images*

- (i) I think this is an "offside" move (L22.3)
- (ii) This is where every participant scored (E38.6)
- (iii) This is *patriotism* and patriotism will always be a big score (E40.12)

The images are used to present the "new" information. The measures of success and failure in football are used to support the opinion. Both an "offside" move and a "score" have accepted significance in sports, and, by analogy, provide evidence of the importance of the proposition vis a vis these respective topics. The fact that national football is an Editorial topic indicates the national significance of sports.

With regard to Nigeria, Jowitt (1991: 127) terms such lexis "foregrounded", since it refers to concepts which are particularly significant to the Nigerian context: new, or newly emphasised phenomena in Nigerian life. As an example, Jowitt cites lexis from military terminology, e.g. "flush out", which is widely used in non-military contexts. Denotational substitutes such as "dislodge, eject, remove" are ignored. This view of foregrounded lexis supports the type of lexical use described above for formulaic phrases in the sense of implied meaning. The adoption of words significant to the local context is part of colloquial language use in any speech community, and a signal of group solidarity. Any fashionable words in every day use encapsulate the current values of that community, particularly in genres which rely on including the reader in the argument (oral political and written news text).

The other group of figurative language exemplified from the data encodes the newsworthy information in a formulaic phrase in a colloquially informal register. This is a further way of evoking shared meanings, but it includes the reader as someone in a peer group, and disturbs the register to attract attention. This has the effect of emphasising the point of the message. "New" is italicised and lexis is underlined.

(c) *Colloquially informal formulaic phrases*

- (i) We know that people throughout the world are keeping their fingers crossed about finding an Aids cure and vaccine. (E37.10)
- (ii) A breakthrough like this one shows that things are looking up and in a big way (E39.2)
- (iii) When institutions and individuals all over the country start reviewing social attitudes and adapting safe ways of avoiding Aids then things are looking up. (E37.6)
- (iv) From time to time these tests unveil breakthroughs and setbacks that need looking at afresh – or else the stereotype expert may be caught on the wrong foot. (E33.8)
- (v) If the dogs are found in a shop it goes without saying that such people will not feel at home (L18.9)
- (vi) the packaging of raw brown sugar has a lot to be desired (L49.1)

Such formulaic phrases appeal to the reader's knowledge of the colloquial idiom. While it may be argued that this is typical of newspaper register in general, there is overgeneralisation in c(vi), and in c(iii,iv) the imagery is complemented by lexical linking in the theme, attributed to the aggregative manner of the oral tradition. The lexis is presumably learned from media models, but the style, in the sense of usage, represents the kind of "formulary baggage" the MWE seizes upon for both predictable meaning and rhetorical display. Such occurrences are particularly common in Editorials and Letters which aim to have an impact on the reader. For further examples see Appendix 3:9-12. This section has looked at the use of formulaic language in the MWE data for its implied meaning. Similar groups of reiterated lexis generated from the text topic itself are used to maintain reference through the text. These, labelled as "lexical chunks", are discussed in 8.4.1, 8.6, 8.8 as they affect given/new relations.

5.4.3 *Simile and analogy*

Simile and analogy are used to clarify the proposition by intensification of image. They are found in the Narratives and Letters, where they involve the reader by direct appeal to background knowledge to be extended through the imagination. Group (a) consists of similes, and group (b) of analogy. They are very much a feature of oral poetics. Indeed the example from the Report occurs in the quoted speech of an interviewee. "New" is italicised and similes underlined.

(a) *Similes*

- (i) It is like throwing money in a drain. (R46.8)
- (ii) There is *another chief in this area above you* who challenged that you *cannot defeat him though you have got as many soldiers as flies*. (K9.11)
- (iii) As for the distance that separates some fans from their best teams, well, that *doesn't worry us a row of pins* (L29.6)

(b) Analogy

- (i) If you *can't afford flying*, you cannot advise an airline company to stop flights. You simply turn to *other means of transport – a bus, a taxi or matola*. If Kwinyani seems *too difficult* for you to grasp, why not turn to *other simpler columns like "Readers Write" or "Short Story"*? (L20.2/3/4)
- (ii) Its moral is that it is *not essential to reveal the secrets to domesticated pets*, since they can *copy* and make *something which can make you in great troubles*. It is just the same to *buy a knife new* and try to *cut your arm*, exactly you will *be cut with it*. It will not say "*You are my master*". (S2.16/17/18)

The first analogy is very effective. Similar use of the conditional to hypothesise circumstances is found in the debate style Narratives, but it is not used with the same "comparison" value as is provided here by pure analogy. The second example from the story ((b) (ii)) obviously challenges the writer's linguistic skill, but there is a determination to close the story with the required moral. It is regrettable in a way that there are only these two examples in the data, since analogy is often a preferred way of putting across a point in traditional rhetoric (e.g. teaching). For the listing of similes and analogy see Appendix 3:12.

5.4.4 Aphorisms

The point or lesson of the text may also be carried in an aphorism. Aphorisms are defined here as the phrases encapsulating received truths of a general nature to be applied to any particular context. They operate within the general range of proverbs, with the associated communicative value. As it is said in Yoruba, "A wise man who knows proverbs reconciles difficulties" (Mazrui 1968:188). These kinds of formulaic phrases occur across the data types. The examples are presented in two groups: (a) the "truisms" and (b) symbols of truth. For the listing of aphorisms see Appendix 3:12. The first two examples in (a) show the same aphorism occurring in different sources (Editorial and Letter) indicating its widespread currency. "New" is italicised and the truisms underlined.

(a) Truisms

- (i) We need to underline *a lesson we have already heard before – that prevention is better than cure* (E37.11)
- (ii) I know that the lectures are *vital* because they are *preventive – and prevention, indeed, is better than cure* (L12.5)
- (iii) Two wrongs do not make a right! (L47.6)
- (iv) You should consider your fellow friends as you do consider yourself (D6.43)
- (v) We should never attempt being proud of your post or else you might misuse it (K9.23)
- (vi) I feel if Kwathu indeed *travel outside the country* they will end up losing money for nothing (L8.6)

It is noticeable that in (a) (i) and (ii) the aphorism is separated from the main sentence by punctuation, to indicate its significance. Examples (iii), (iv) and (v) are complete sentence statements from the closing sections of a Letter and Narrative. Example (v) is notable for the mixture of pronoun reference characteristic of lower proficiency use, but even here, the use of such formulaic phrases in English occurs.

(b) The second group consists of three consecutive sentences from a Kalulu story. They are interesting since they combine symbolism and aphorism. The symbol is the “eye” as perceiver of truth.

- (i) “If you don’t believe *my words*,” he continued, “*Your eyes will see* when we come again.”
- (ii) “Very good,” she answered with pride. “*Seeing is believing.*”
- (iii) “So long *the sun rises in the East and sets in the West you are going to see.*” (K13.19-22)

The symbol of the eye established in (i) provides continuity for the discussion in the following two. The strength of Kalulu’s prediction is supported by the truisms. In this way the negotiation of the terms on which Kalulu’s prediction will be accepted as true is supported by reference to general truth.

The above examples show how the formulaic phrases of various kinds support the propositions by drawing on implied or predictable meaning. They may occur as part of the sentence “given” information, to portray stereotype values and events from which the writer proceeds. Figurative language in News text intensifies the proposition. Informal colloquialisms involve the reader as a peer group member, disturb the register and focus attention on “new”. Aphorisms, similes and analogies, as a whole proposition of shared knowledge, emphasise the “new”.

The third type of lexical focus discussed here looks more closely at register disturbance to achieve impact on the reader. The use of unexpected lexis is discussed in the following section under the heading “special lexis”.

5.5 Special Lexis

The term “special” lexis is used to refer to the intentional selection of a “learned” word where a more familiar everyday word might be expected. The use of lexis in unexpected collocations is one of the most distinctive features of L2 English. The main questions with regard to variation in collocation concern attribution of cause and purpose: is it unexpected by both L1 and L2 English readers? or solely by L1 readers?

Special lexis is termed here “learned”, and the word is used in two senses, and with two pronunciations: (a) the case of a word learned through dictionary definition, and (b) learned in the sense of known by those who have achieved a certain level of education.

The use of “learned” lexis is therefore noticeable as signalling several different things. Firstly, a knowledge of both very formal and very informal English indicates a linguistic range and carries a degree of prestige among peers. It is therefore used to display linguistic knowledge and to attract attention through difference. Sey (1973) takes this view and terms the use of “special” lexis “preciosity” in Educated Ghanaian English, signifying “affected refinement”.

Secondly, a “learned” word can suffer from not being known in all its environments, therefore the meaning is over generalised. Thirdly, the use of such words creates a mixed register. Mixed register is a phenomenon described in the literature as a display strategy. As mentioned in 3.6.3, knowledge of special lexis can be a marker of in-groupness, used to create a colloquial idiom in African varieties of English (McGinley 1987, Mbangwana 1991). The development of such idiomatic usage is part of establishing ownership of the language. Indeed idiomatic speech is considered by Searle to be of such significance that he suggests it be added to the list of conversational maxims (1975 cited in Downing 1980:117).

The phenomenon of special lexis is commented on by Nihalani, Tongue, & Hosali (1979:11) with regard to Indian Vernacular English (IVE), where they point out that some words which belong to special registers in BrE (both formal and informal) are found in everyday usage (see example (i) (*ibid*:12)). The other examples of the use of such lexis are from (ii) Singapore English (SE: Platt & Weber 1980:99), and (iii) Educated Ghanaian English (EGE: Sey 1973:124).

- (i) IVE He was felicitated on bagging the first prize
- (ii) SE I occupy one room with my two sisters
- (iii) EGE One of our members expired and some also were *injured*.

In (iv), an example from West Africa (W AfrE: Platt, Weber and Ho 1984:149) is similar to the MWE data (v)

- (iv) W AfrE I didn't undergo the kind of education I'm describing here
- (v) MWE My brother underwent a two year course (L13.1)

This suggests a desire to impress with unexpected lexis, but also an overgeneralisation of the meaning of the verb “to undergo” from the StE meaning of some kind of forced sufferance. Possibly this is how education is regarded!

The prime argument of those who see the register mix as a problem of ignorance of collocational restrictions is closely related to the notion of appropriacy, and a restricted style range. Jowitt suggests that the teaching of lexis with emphasis on pronunciation, spelling, word class and dictionary meaning results in little awareness of appropriacy of register (1991:130). While this is no doubt part of the story, due to the fact that it is a learned language, it is also clear that the MWE have a strongly developed sense of register. This is shown in the MWE observation of appropriacy with regard to presenting points in the argument (Chapter 4:4.4), and will be shown in styles of address in theme (Chapter 7:7.4, 7.6). This is supported by the general notion that lectal shift and register switch are the norm (Chapter 2:2.3.5, Chapter 5:5.1). As Ong (1982) says, in these situations, the words can derive specific meaning from context of occurrence, rather than from dictionaries. Some of the lexical usages above can be accounted for as belonging to “older” usage in the British English: a feature to be expected in varieties of the code developing in separate environments. “Take a bath” is found in American English, for example, in contrast to the current British English “have a bath”. A certain amount of borrowing from the metropolitan context of use occurs, and in the process meaning undergoes various modifications.

The question is whether the use of special lexis is caused through overgeneralisation of collocational rules, or selected with intention. The analysis of the “special” lexis in this data suggests it is selected with a degree of intentionality. Apart from its role in the observance of social norms of appropriacy of tone, implicit in the fact that it has widespread use, “special” lexis has textual purposes, of focusing newsworthy information. In this way it is part of a colloquial idiom where register disturbance intensifies meaning.

Turning to examples from the data, the special lexis may be formal, informal, from “older”, or literary usage. It is used to highlight information either in theme or rheme. The first group of samples, from (a) Narratives, (b) Letters to the Editor, demonstrates an overt appeal to the educated in the audience to be impressed. (For further examples see Appendix 3:12-14).

(a) The narrative samples show use of formal and technical lexis. In fact Story 12 has a considerable amount of this type of lexis (see Appendix 3:12). The special lexis is used to allocate focus to theme (i,ii) or rheme (iii,iv,v) according to discourse

purposes.

- (i) *From today until further notice* you are chased away from my house (S12.41)
- (ii) Thus *the data* of killing the Lion was fulfilled by *Kalulu the Hare* (K9.21)
- (iii) That was a bad period because there were many locusts in the *atmosphere* (S10.4)
- (iv) If you remember one day you roasted the meat *without bisecting it* (D4.33)
- (v) Okay, let me go and call my fellow friends so that you *can verify your speech before them* (D6.25)

The secondary school writers in Narratives are demonstrating knowledge of formal instructions, and technical, special register, “bookish” lexis from science lessons.

(b) In this group from Letters, the recurrence of the same special lexis in the first two examples indicates it is not isolated usage.

- (i) your suggestion could have been *pertinent* (L8.4)
- (ii) Can't the National Council for Sport and other such *pertinent* bodies do something positive? (L15.3)
- (iii) such harshness does not *redress* the situation at all. It promotes prostitution and resentment. (L47.4)

“Redress” would seem to be a formal appeal to either spiritual or social justice.

By contrast, the register mix in the more formal texts (c) is caused by the insertion of informal lexis. Example (i) includes a colloquial idiom as well as the single lexical item “shrug”.

- (c) (i) Some businessmen are likely to *shrug* and assume that, once again, they will *get away with it*. (E32.3)
- (ii) This is evidenced by the fact that *no bad or embarrassing acts rocked* the tournament. (E38.5)

It is noticeable that there are no samples from the Reports. This is presumably due to the lack of display requirements in more objective writing, which aims to inform the reader rather than surprise him or involve his emotions in any way.

Many of the other examples seem to look back to more “bookish” usage of BrE lexis in group (d). This is seen in the use of “pandemonium” from both a Narrative (i) and a Letter (ii), and the reduplicative “dilly-dallying” from an Editorial (iii).

- (d) (i) Why have you *tricked and frightened us with your pandemonium* (S12.27)
- (ii) There was a lot of *pandemonium* going on on the stage. (L30.7)
- (iii) Clients are *not attended to in time* – usually because of *unexplained dilly-dallying* (E34.8)

One example from the Letters draws on a literary idiom and is mirrored in other data from Ghana and Singapore

- (iv) MWE I was temporarily engaged in an aside with a friend (L18.6)
- (v) EGE I heard a few more shouts for my name before I was done with my change of apparel (Sey 1973:128)
- (vi) SE Please furnish me with your telephone number (Platt & Weber 1980:100)

If the special lexis verb occurs before the “new” information, as in example (vi) above, it is because it is part of the politeness strategy thematising the request. This last group of examples stand out as particularly contrastive in register.

The hypothesis that special lexis is selected for stylistic and textual purposes is best illustrated in examples from two versions of the same story. The samples here (e) have both (i) an informal and (ii) a formal selection for the VP at the same stage in the narrative.

- (e) (i) One day Kalulu went to the King to chat with him. (K8.7)
- (ii) One day Kalulu thought very cleverly that he would go to the Lion's house to discuss with him on the issue. (K7.11)

A neutral verb selection for both sentences would be “talk”. This suggests the register mix is used for the same purpose, to highlight significant information, but the effect may be achieved by selection of either formal or informal lexis as long as it creates a stylistic effect. Two further examples from Story 7, which used the more formal “discuss with him on the issue”, show the use of “fellow” (iii) and “chap” (iv) in later sentences, which belong to an “informal”, more conversational register, albeit from an “older” English repertoire:

- (iii) Go and tell that fellow to meet me at the pool today before sunset. (K7.19)
- (iv) Who is this chap who says he can stand against me, Lion, King of the Beasts? (K7.16)

This suggests the writer has access to both formal and informal “special” lexis in his lexicon. The differentiation marking “special” in the MWE repertoire is not “formal” versus “informal”, but “common knowledge” versus “book knowledge” or “learned” at a higher level of education. The MWE selection draws either from the neutral core of basic lexemes for everyday reference, or the marked repertoire of special lexis for display purposes to mark salient information.

The examples of “special” lexis occur in all genre types, bar Reports (see Appendix 3:12-14). It is used with the general desire to mark the information as significant, and to display knowledge of “learned” words. It has implications for intertextuality

since it disturbs the notion that predictable textual patterns in lexis mark the text as belonging to one particular text type. However it is suggested here that the intensification of meaning achieved by register mix is one of the focusing systems used by MWE at lexical level. This type of text embellishment is used for deliberate effect; humorous or otherwise, and is driven by the "poetic force" (Widdowson 1979, Albert 1972). There is something admirable in this passion for words.

The final category of lexis discussed for its contribution to text embellishment consists of those individual lexical items which are intensified or amplified in some way, or carry emotionally charged meaning, as discussed in the next section.

5.6 Intensification, amplification and emotionally charged language

The display of "poetics" is clearly seen in the way the MWE manipulate the feelings of the reader by the use of intensification and emotionally charged lexis for emphasis in topical theme or "new". Intensifiers are classified in three semantic groups: emphasizers, amplifiers and downtoners, (Quirk & Greenbaum 1985:217). Of interest here are the emphasizers and amplifiers. Emphasizers have a general heightening effect and include "indeed", "obviously", "really", "surely". Amplifiers may be divided into "maximizers", which denote the upper extreme of the scale e.g. "absolutely", "completely"; and "boosters", identifying a high point on the scale e.g. "so", "greatly", "much". Intensification is also achieved in the MWE data by the use of a "booster" combined with the selection of a highly emotive adjective, or a single emotive VP, creating a similar emphatic effect to that of unexpected or special lexis described above.

The examples from the MWE data share features with strategies of intensification in Indian English (Nihalani, Tongue & Hosali 1979:79) Singapore Malaysia English (Tongue 1974:85) and the "New Englishes" in general (Platt Weber & Ho 1984:114). This general view of the L2 habits is expressed in this description of Hindi writers' usage.

It seems that in Hindi, users emphasise a word, proposition or syntactic group with content-oriented forms. Thus emphatic enclitics, reduplicative expressions, verbal compounding, and lexical forms are a few means by which speakers intensify and express that what is said is undoubtedly the truth. (Valentine 1991:332)

Examples of "reduplicative expressions" and "verbal compounding" have been seen in MWE above (5.3). Valentine's Indian English examples of lexical forms of emphasis include "absolutely", "completely", "really", "definitely". An exemplification of "definitely" is seen in the example from Nigerian English below (5.6.1)

The MWE examples show intensification of Adjective, NP and VP. A listing is given in Appendix 3:14-17. Their distribution across text type is shown in Table 5.2 The headings “Kal”, “Deb”, and “Stor” signify Kalulu stories, debate style stories and miscellaneous stories in the Narrative database. “Rep”, “Let”, and “Eds” signify Reports, Letters, and Editorials from the news text database.

Table 5.2: Frequencies of intensified Adj, NP, and VP across text types.

	Kal	Deb	Stor	sub-tot	Rep	Let	Eds	sub-tot	Total
Int ADJ	18	16	10	44	5	10	4	19	63
Int NP	4	6	5	15	7	11	6	24	39
Int VP	25	13	8	46	8	27	6	41	87

The significant figures show predictable variation according to text type. The use of intensification for emphasis depends on the degree of writer involvement with the reader. In the News texts, significant frequencies occur in Letters. The use of word class distinguishes the nominal/verbal nature of the text, and level of writer proficiency. The L2 nature of the code is seen in some clear examples of over generalisation of rules for the use of intensifiers.

5.6.1 Intensification of adjectives

The greater frequency of intensified adjective in Narratives than News texts indicates strong reliance on adjectives to describe states and portray reactions of characters. Of the News text occurrences of intensified adjectives, the greatest number is in Letters to show personal reactions.

Examples from the data are given below together with examples from academic writing in (i) Nigerian and (ii) Zambian English.

- (i) The result is that there are now in universities many students whose competence in English is definitely miserable. (Adesenoye 1979:62)
- (ii) Lexicalisation is very much close to the forms in standard variety (Magura 1984:108).
- (iii) They were very furious to see that they were the most victims of all the animals (S3.9)
- (iv) To both teams a loss is very much unwelcome (R7.2)
- (v) It is we who are the more essential members at this place (D6.10)
- (vi) Generally speaking I am very essential on the world as a whole (D5.2)
- (vii) It makes me really sick to see that some parents and guardians leave their children roaming about. (L19.1)
- (viii) News that the first ever open heart surgery to be carried out in Malawi ended successfully recently at Kamuzu Central Hospital in Lilongwe is very heartening. (E39.1)

The examples show the intensification is selected to show importance by emphasis. The Letter example (vii) shows the use of intensification to express an opinion, and the Editorial example (viii) includes a pun in the comment. Example (i), from Nigeria, uses “definitely” in a similar way to the Indian examples of intensifiers given by Valentine in 5.6 above. Learner problems with the overgeneralisation of the rules of use of intensifiers occur in similar ways in examples (i)-(vi): “very much” cannot be used before ordinary adjectives (ii), (iv), and absolutes cannot be modified (iii,v,vi). These, and problems with frequency words such as “many/ most” (iii), are also reported elsewhere in the L2 codes (Hocking 1974, Tongue 1974).

The similarities in frequencies in Narratives and News texts suggests the desire to intensify is common, but manner of intensification is variable, indicating overgeneralisation throughout. Level of proficiency is seen in details such as the range of intensifying lexis. The range in Narratives is limited. For example 23 of the 44 occurrences use “very”, while in News texts “very” occurs in 6 out of 19 occurrences. For further examples see Appendix 3:14.

5.6.2 *Intensification in the NP*

Intensification in the NP occurs with a greater frequency in News than Narratives. In the News texts, it is used more in Letters, again signalling the aim of the writer to involve the reader. Intensification may be by intensifier, or focal adjunct, with or without modifier.

- (i) I feel this could be a very expensive venture for Kwathu because only a very small percentage of people in neighbouring countries speak or understand Chichewa. (L9.1)
- (ii) The very opportunity of brothers and sisters from various countries staying together for a considerable time *deepens understanding and appreciation among them*. (E38.10)
- (iii) His paws were *so sharp* that if they *touched somebody* there were only cuts on the body. (K7.8)
- (iv) ... those primary schools which, ..., did not send any single student to any secondary school. (R5.2)

The Letter example (i) expresses opinion strongly. The editorial example (ii) shows the relatively sophisticated use of “very” in a very precise way expressing exactitude in the emphasis in theme, and is combined with an NP pair for “new” in rheme. The story and Report examples (iii), (iv), show the common usage of a non-assertive expression with negative meaning for emphasis. For further examples see Appendix 3:16.

5.6.3 Intensification of the VP

The MWE intensification of the VP operates through pre-modification with an intensifier, focal adjunct, additive adjunct, and has more or less equal distribution between Narratives and News texts. Within the Narrative group, the Kalulu stories have more intensified VPs, and within the News texts, the Letters, suggesting lower proficiency. The examples below show the variation in usage. The Narrative examples include this intensification in two pairs of formulaic phrases. The News text examples operate with other devices to emphasise the newsworthy information in the sentence. We include here (a) an example showing similarity from Indian English and the MWE, (b) Narrative examples, (c) News text examples.

- (a) IVE All you have to do is just rest (Nihalani, Tongue & Hosali 1979:107)
 MWE They just kept quiet and humble (K7.7)
- (b) (i) He quickly ran to his house (K7.21)
 (ii) Mkango quickly ran to the ford (K9.18)
 (iii) When Mr Hand saw the dead pig he wanted to cut it into pieces
 so that it should easily be carried home (D4.18)
 (iv) One day she cooked some porridge and left it on the fire so that
 it should be really well cooked (S12.8)
 (v) It was a wise pigeon who could even speak the language of
 human beings. (S 2.2)

The examples show the VP is likely to be pre- rather than post modified by an intensifier. This is different from the Bantu language structure, where the VP is generally post modified. In examples (iii), (iv), the use of the same structures suggests that the intensifiers are part of “formulaic” verb phrases with modal and passive. The writer has a distant authoritarian tone here which is discussed in more detail in Chapter 6. The sentences in examples (iii), (iv), (v), are pair patterns where the statement is followed by a justification. The VP is used to express purpose as a justification or reason for the previous action. In example (v) “even speak” is part of a justification for the epithet “wise”. These patterns are involved in the sequencing of “given” and “new” relations, discussed in Chapter 8.

(c) The newstext examples show the combination of verbal intensification with other types of emphasis mentioned above. Example (i) uses an additive adjunct to focus the VP.

- (i) During the group's tour of the country, it will, (apart from staging
 normal public shows), also perform for some charities, among
 whom will be the *Lions Club of the Capital City*. (R43.2)
- (ii) As you can see, I even lost my little capital I had invested in the
 bale of sugar. (L49.5)

- (iii) Kindly let me express my utter disappointment in Mr IEK, who, ..., invalidly thinks it is *childish* writing letters in newspapers *concerning sports*. (L29.1)
- (iv) Real sportsmen enjoy and indeed cherish *the very chance of meeting and sharing ideas*, especially in a fairly long drawn competition like this one. (E36.4)

The first, from a Report, has an embedded clause (bracketed) before the most important “new”, to which the intensified VP contributes. The first Letter example (ii) is similar to the Narrative pattern (b(v)) above. The second Letter (iii) and the Editorial (iv) examples are more complex. They have intensifiers with both NP and VP. In the Editorial, the intensified NP and VP are part of lexical pairs. These features show how the intensification of individual lexemes is selected to complement other strategies: in the Narratives to build formulaic phrases, and in the News texts to combine with other features for emphasis. (For further examples see Appendix 3:17-19)

5.6.4 Emotionally charged language

This last section in the discussion of intensification and amplification of lexis for general emphasis will focus on one particular linguistic function: the expression of feelings and emotions in a powerful way. As mentioned above, the writer may use stylised exaggeration to appeal to emotions and to manipulate them to achieve his text aim. The examples given here show how this is done by combining register mix with the intensification strategies discussed above. The usages in these examples, from Narratives and Letters, range from the pre-modified adjective phrase to a VP alone. The first group (a) express the writer’s viewpoint. The second group (b) focus “new” information.

(a) Writer’s viewpoint

- (i) I was very flabbergasted to see a conductor *refusing to allow* people to board the bus just because they did not have *the exact bus fares*. (L14.2)
- (ii) We really respect *our culture*, but I think this is an “*offside*” move. (L22.3)

(b) Focus on “new”

- (i) The Leopard went into the bush so exasperated (K15.16)
- (ii) When the cock told her the whole story she was very outraged (S12.39)
- (iii) the point is that certain people get very petrified with pets (L18.2)
- (iv) He was really horrified to see such disaster (D6.37)

It will be noted that several of these adjectival selections use an emotive word. The intensification focuses “new”, and is used to strengthen the writer’s viewpoint on the proposition.

The last group (c), use an emotive VP. The group contains examples from all text types and one from West African English. The emotive VP is generally used to focus “new” information, but in example (i) the intensification occurs to focus both the writer’s position and the “new”.

- (c) (i) I feel pity seeing children of this age being forced to sell mangoes. (L19.5)
- (ii) My English has improved after getting inspired by some of George’s works, let me reveal! (L20.5)
- (iii) The honour of the audience remains cherished history (E40.5)
- (iv) WAfrE Send it to *someone you cherish* (Platt, Weber & Ho 1984:149)
- (v) They are bound to be disgusted by so-called experts who cannot go beyond A, B, and C! (E33.10)
- (vi) But know that your habits disgust our mother (S12.29)

In the next group, the use of “love”, and “fond of” to indicate habits of preference is particularly striking in Letters and Editorials. In this case the emotive VP contributes to the interpersonal tone of the proposition. The last two examples are from Indian Vernacular English (IVE) and Popular Nigerian English (PNE) respectively.

- (vii) I have seen this sort of attitude on two occasions, and it seems conductors love doing this *on their last trip* before winding up the day’s shift (L14.4)
- (viii) Businessmen who love *getting rich quick by charging unfairly* for their goods and services may *count their days numbered* (E32.1)
- (ix) Parents who are fond of *chasing their daughters* from their home, just because the daughters have *come home late*, must *stop this habit!* (L47.1)
- (x) IVE. She loves going to performances in town. (Nihalani, Tongue & Hosali 1979:138)
- (xi) PNE. He is fond of *character assassination*. (Jowitt 1991:156)

This last section links the notions of special lexis and intensification of expression of feelings for the purposes of emphasis in the texts. The inclusion of examples from other L2 codes illustrates the general occurrence of this type of expression.

The items selected for comment above show that such language is clearly used for both stylistic and textual purposes, the expression of writer’s attitude and highlighting salient information in the text. This is particularly the case in the Narratives and Letters, showing lower proficiency, non-professional status, and stronger influence of the L1 competence. It is a clear display of the way in which the oral poetics create an effect by appealing to the emotions of the reader.

5.7 Summary and discussion

The chapter set out to consider patterns in the use of lexis in the MWE repertoire which contribute to the register and management of information. It has shown how the MWE like to entertain and involve the reader by creating a rhetorical effect. Such lexical display in the usage is part of communicative style, and creates an appropriate register. In relation to communicative functions, these strategies are compensations for restrictions of lexis, but they also have a textual purpose. They represent systematic patterns for achieving emphasis and thereby signalling items of communicative significance in the information structure in order to achieve text goals. In this process the MWE draws on the available lexis for textual purposes.

The rhetorical style has two main contributions to the management of information. The first is the support of a proposition, to clarify or emphasise it, by reference to shared knowledge. The writer's status is enhanced as he draws on stereotyped values and events in Narratives, or the implied meaning held in formulaic phrases in News texts. The use of aphorisms, similes, and analogy re-states the point for emphasis, and gives it status by drawing on received wisdom. This expresses a kind of group solidarity which is also seen in the lexis in the semantic shift category, where there is variation in connotation as shared meanings evolve for basic reference. Meanings are extended and developed in creative coinages. This creativity is driven by a kind of "poetic force" (Jakobson 1960, Albert 1972), and shows how the MWE have desire to enhance the language aesthetically, and are making the language suit their own meanings.

The second contribution of the information management is the use of lexical focusing strategies. These strategies rely on impressing the reader with linguistic skill, or manipulating the reader's feelings. Admiration of the writer comes from the display of lexical linking, where he elaborates the point by demonstrating knowledge of more than one word for the task. These pairs are used to focus new information in theme or rheme. The register disturbance caused by the use of special lexis also displays knowledge of more than one register. It is selected for its contrast value to the register within which the writer is operating, to provide discourse emphasis on "new".

The reader's feelings are manipulated by a second kind of register disturbance. Meaning is heightened by intensification and amplification of different word classes, which operate together with other emphatic devices like lexical linking in the sentence. The MWE like to express strong feelings and opinions with emotionally

charged language, creating a stylised exaggeration. Predictably, this kind of usage is found chiefly in the Narratives and Letters where the writer wishes to heighten the effect of his words, and make an emotional impact on the reader.

The colloquial idiom of MWE thus arises from mixed register usage of several types. The implied meaning of formulaic phrases and aphorisms re-states communal values and supports the message by situating it in the context of received wisdom. The use of lexical pairs invokes respect for learning. Register disturbance with special lexis, and systems of lexical intensification and amplification show how MWE use their lexical repertoire to draw attention to the significant information in a sentence, and can manipulate the feelings of the reader, appropriate to text purpose.

The fondness for textual embellishment and reference to received knowledge suggests that this is part of the MWE norms of intentionality, i.e. of how one presents the message clearly. The first style element relies on surprise to achieve its impact and the second on predictability of meaning. Both these characteristics shed light on MWE norms of informativity. The register disturbance suggests that register consistency is not to be expected in interactive texts. The Reports are the models of neutral language use. Systematic patterns suggest that there is stability in the style of lexical usage. The interrelations of lexical cohesion are discussed in more detail in Chapter 8. The widespread use of such register features in the intra-national context show their appropriacy. These features of the style of an L2 code can also show preferred items and their use in a way which demonstrates what the L2 user takes from English to develop an internationally manageable and user friendly English of his own. This view is supported by similarities found in reviews of other L2 codes, not only in form, but also in function, suggesting that there are similarities in style as well as language learning processes. This suggests norms of appropriacy, intentionality, informativity and intertextuality, may also be shared in some degree.

Attention now turns to aspects of the MWE grammatical repertoire. Like the lexical repertoire, it has restrictive features, but is used by the MWE to establish the writer's position in relation to text and audience in order to fulfil text purposes.

Chapter 6

The MWE Grammatical Repertoire: Forms for Functions

6.1 Introduction

The previous chapter showed how the MWE lexical selections are used for the stylistic purposes of display, and the textual purposes of highlighting significant information. It showed how the MWE lexical selections draw on communal knowledge to make the message clear. In this chapter, attention turns to consideration of how MWE use grammatical resources of the L2 repertoire to show the writer's perspective and make the message explicit. As suggested in Chapter 2.3.2, nativisation of cohesion is created by variation in lexical collocation. It is suggested here that some grammatical features will have an effect on the style of information delivery and, by implication, information management. As discussed in Chapter 3.6.2, grammatical forms can play an interpersonal role in establishing the writer's position in the text, and show how he relates to his audience. These will be related to the writer's world view and text purpose. These acculturated stylistic uses function together with compensatory strategies for any restrictions in the L2 code, and are likely to reflect the influence of the user's L1. This chapter explores the view that the MWE use the grammatical structures they have learned to suit their discourse purposes, and that such structures will show the writer's perspective on his world view and discourse purpose.

In this chapter the three main areas discussed to examine this view are one aspect of how the MWE achieves grammatical explicitness, and a discussion of the use of modal auxiliaries and the passive voice to show writer's perspective. The aspect of grammatical explicitness examined is the way the MWE use post modification of the noun phrase to clarify meaning for specific discourse purposes. This will complement the observations made in the previous chapter regarding using more than the necessary number of lexical items to highlight significant information. Post modification of the noun phrase head constituent extends the meaning to provide the information the writer feels necessary to the completeness of the message. Modals contribute to a large extent to the expression of interpersonal meaning, or the writer's view as to the importance or truth of his proposition. The passive can have a general foregrounding function in English by thematising patient, and is often related to formality of tone.

In the learned code transfer of training may occur in grammatical features such as postmodification, modals, and the passive, that receive a high proportion of teaching

in the curriculum, generally due to the perception that they differ strongly from the L1 (Sey 1973). It may be the case that their usage demonstrates an element of overteaching. However, it has been suggested (Coppieters 1987) the variation is found not much in the form but in the functional and cognitive aspects of the grammar. It may be argued these items are relatively difficult to teach since they represent a certain "Weltanschauung" regarding cognitive relationships expressed through syntax. The grammatical expression of concepts referred to in this chapter arise from how English encodes the basic cognitive relationships between things.

The pragmatic view is that the MWE, in line with other L2 users, is likely to adapt these concepts to his own purposes. We may thus make useful comments on what the grammatical selections for certain functions reveal about the process of taking ownership of a language. The analysis will identify how some of the grammatical features are embedded in the code to suit the L2 English circumstances and purposes.

6.2 The contribution of post modification of the noun phrase to grammatical explicitness

As seen in the discussion of the lexical repertoire, the MWE select specific lexis to focus on the salient information. They use grammatical structures for similar purposes. It is the norm in Bantu languages to post modify the NP or VP (Schachter 1985), and the data shows that the MWE use postmodification for specific discourse purposes in English. The function of postmodification structures is to extend the meaning of the phrase head. While a finite relative clause can make meaning more explicit, the use of a non-finite clause can give very inexplicit meaning (Quirk & Greenbaum 1985), and a preposition phrase the least amount of specific information. Learners are primarily concerned with propositional content and select elements that bear close syntactic/semantic relations. The process of grammaticization is the process whereby learners make these relations less specific (Rutherford 1987). However, as Tregidgo (1987) points out with reference to West African writers, they prefer not to use anaphoric reference, but use the full NP in order to allow their message to be carried in a complete manner. It is suggested here that this might also be the case with the MWE use of postmodification, particularly of relative clauses in the data, as seen in the following discussion. The analysis will give a small sample of how the MWE use post modification for particular discourse purposes.

The MWE use postmodification for two main purposes: to allow very general reference to be made specific, and to add additional information they feel the reader requires to make the message clear. The discussion will present examples of general referents first, followed by examples with additional information.

The use of an NP with general reference gives the message wide relevance. The generic reference has an inclusive quality which means the writer implies both that his proposition has a general truth about it, and that the reference group can include anyone in the audience as well. Chishimba (1983) comments that ambiguity and indirectness is respected as a sign of wisdom. The MWE usage shows such tendencies. This is shown in the following examples, where the replacement of the grammatical explicitness by selection of alternative lexis would not have the information focus required by the MWE. The sentences all come from significant text stages where the writer is making an important point. The NPs and modifying elements are underlined and the “new” is italicised.

- (a) (i) We, in buses, also need these belts. (L10.3)
- (ii) People on journeys had to spend a night at *Bonde*. (S3.6)
- (iii) Not all of us who read you articles have dictionaries near us! (L17.4)
- (iv) Those who organise film shows at B secondary School can do well to stop taking students for a ride. (L16.1)
- (v) The King announced that his daughter would get married to someone who was strong honest and courageous. (K15.4)
- (vi) But you, yourself, you *can't go away alone* unless there should be someone to look after you which is very shameful (D5.23)
- (vii) Eric Damiano, 28, carrying a small radio and some sugar canes, probably voiced out sentiments which were shared by many (R1.17)

In the first three examples the MWE selects the post modification with a preposition phrase in preference to “passengers”, “travellers”, and “readers”, since “we”, “people”, and “all of us” have wider inclusion. Similarly the Letter writer in (iv) avoids “organisers” in preference to the relative clause after “those”. The same example also illustrates a postmodification pattern for the opening of a text found in Letter 47.1, and Editorial 32.1. The two examples with the indeterminate pronoun “someone” refer to general knowledge (v), (vi). In (v) the selection of the post modified indeterminate pronoun “someone” highlights the desirable qualities in a way which “a strong, honest and courageous person” would not. Example (vi) is talking about cattle herding. It uses “someone after you” to give general reference to such a task, and the final sentence relative appeals to general knowledge. In the last example (vii) from a Report, the identity of the informant is specific and his comments are generalised to “many” to give inclusive reference. Although avoidance of the possessive may be seen as a sign of restriction, the alternative selection of “many people’s sentiments” would not provide end focus on “many”.

These examples show how the MWE use grammatical explicitness to highlight significant information. The grammatical explicitness is selected in preference to

lexical implicitness, with the discourse purpose of giving the message wide relevance. The qualities of indirectness inherent in generic reference are used in other parts of the text to be non-specific. In the Editorial titled “Business Rethink”, the topic statement is

“Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered.” (E32.1)

The “Businessmen” are clearly identified at the text opening, but in the mid-text section given in Figure 6.1 they are reintroduced indirectly in the generic group “people”. “New” information is italicised and “people” underlined.

Agreed inflation	has hit virtually <i>every country in the world.</i>	E32.9
This is why <u>people</u>	have had to <i>dig deeper into their purses</i> when purchasing goods and services.	E32.10
But the <u>people</u>	<i>know</i> when <u>some people</u> jump the limit in effecting unfair business practices.	E32.11
This is why <u>the people</u> and – being <u>the people’s organ</u> – the Government	have <i>complained</i> has <i>reacted accordingly.</i>	E32.12

Figure 6.1: The Editorial on Businessmen (E32.9-E32.12).

The general reference to “people” in 10 includes everyone in the country. However “people” in general are further subdivided into two groups. The “people” and “the people’s organ” (the Government) refers to “we, as Malawians”. “Some people” are a separate group, used as a substitute to reinstate “Businessmen who love getting rich quick” in sentence 32.11. This is an example of where it is wise to be indirect in reference. The ambiguity of general reference means the reader must infer the divisions of reference. A similar style is created by the use of “certain people” in Letter 18, where “certain people” is postmodified with “customers” to make the reference specific at first mention, but this becomes more general in reference later in the text (see Chapter 8.7).

When it comes to using grammatical explicitness to make the message clear, the MWE use the relative clause to spell out the referent and the message. The relative clause as a feature of MWE style is mentioned briefly here to establish the manner in which additional material is included with topical theme and “new” in the way the message is presented. A table showing frequencies of relative clauses in the data together with a full listing is given in Appendix 3:19-23. From these 122 examples, ten sentences are presented here, discussed in two groups to distinguish (b) Narrative

and (c) News text patterns. The relative clauses in the Narrative examples provide additional information on the NP they modify to underline its importance.

- (b) (i) It was very *unhappy* in the cage because it was a wise pigeon who could even speak the language of human beings (S2.2)
- (ii) Unfortunately the dogs *broke all* their horns which they were using for fighting as well. (D6.31)
- (iii) It is because of that porridge which burnt their membranes. (S12.48)
- (iv) After reaching his house, Kalulu *took three sharp sticks and put them in* a pond which had clear water (K7.22)
- (v) After a few days Mr Hand *found* a dead pig which was killed by a lion (D4.17)

The pigeon, the horns, and the porridge are central to their respective stories. The audience need to know the specific qualities the pigeon has in order to make it interesting to them. Example (ii) includes the use of a preposition phrase with present participle “for fighting”, which is another common pattern. The MWE like to use the verbal noun in preference to the “to+infinitive”. Example (iii) is from a story close, and the use of the deictic “that” in preference to “the” gives text reference to the main problem of the tale, and illustrates a common pattern for making reference specific. The last two examples give significant status to the pond and the pig. The quality of the water in the pond is important to the story. In this case a less specific grammatical relation like “with clear water”, or pre-modification with “clear” would suffice, but in many cases this grammatical explicitness is significant to the clarification of the message in discourse terms. It is significant to the story that the pond had clear, as opposed to muddy water, since the trapping of the Lion depends on him seeing his reflection. In example (v) the story event tells how Mr Hand found some meat to eat. The manner of the pig’s death seems irrelevant to the story, unless we argue that it is relevant to the audience, since it would not be customary to eat a pig that had died from a disease.

These examples show how the explicitness of post modification is used to emphasise the significant “new” in the message. The same is the case in the News text examples, where the writers also use specific post modification, but in a slightly more complex fashion.

- (c) (i) The Government on *Tuesday* swiftly launched *a major rescue operation in the Lower Shire* to rescue *thousands of people who were left marooned at Makhanga and Chiromo areas* due to *floods which had reached dangerous levels on Monday night* (R1.3)
- (ii) The supporting *sticks whose purpose is to train trees to grow straight up*, are also *being stolen*, allegedly *to be used as firewood.* (R46.4)
- (iii) they make the client feel *unwelcome - either because of their*

frowning faces, or because of the crude way in which they talk to the client. (E34.6)

- (iv) Will the manufacturers please look into this problem - which is seriously cutting into our profits. (L49.9)

Examples (i), (ii), (iii) illustrate the selection of the specificity of a relative clause in preference to a non-finite clause. Such an example from an Editorial was seen in the sample analysis presented in 3.5.1. The writer considers the audience need this degree of specificity, including, in (ii), an explanation of the role of the supporting sticks, The last example (iv) is a closing sentence from a Letter where the writer has already made his points about the problem. The use of the deictic gives text reference as seen in example b(iii) above, and the sentence relative is the conclusion of his letter. A reason clause would be a more direct way of justifying the request for manufacturers to “look into” the problem. Stating the case in a relative clause is an indirect way of asking for help.

This indirectness can be used in a similar pattern to express irony very effectively on occasion. This is seen in the following example which is the text opening of a Report about a lorry driver. The writer obviously enjoys the parallelism of “escape” and the irony of the situation

- (v) *A driver with a major transport company in Blantyre escaped unhurt when he had an accident on Tuesday but was not lucky enough to escape the wrath of his employers - who have decided to sack him.* (R45.1)

This discussion of the MWE use of postmodification has shown how general reference is used for its inclusiveness, and specific relative clauses are used to include information the writer considers necessary to clarify the message. The examples all show how the postmodification is used to underline the significance of the information, directly or indirectly. They also show that the MWE like to add information to make the message explicit. This characteristic is examined in more detail in Chapters 7 and 8 where the role of supporting information to theme and “new” at text level is discussed. Use of general reference shows the MWE likes his message to have broad relevance to his audience. He appeals to them as a peer group, and as knowers of general truths they share.

6.3 Modal auxiliaries

Modal auxiliaries are part of the syntactic structure by which the writer can present a range of meanings from the indeterminate to the certain. Norms of their usage vary in any variety of English since their selection is based partly on pragmatic grounds

dependent on the real world situation and context (Lakoff, R 1972). It has been suggested (Owusu-Ansah 1994) that there is little difference in range and frequency of modal tokens between Ghanaian and American usage in impersonal Letters. The full range of uses is found in the MWE data with the exception of "ought" (see Appendix 3:31-38). This may be related to learning processes, since, among the L2 reviews, Jowitt (1991:123) also records its absence from Popular Nigerian English. However, it was noted in the process of analysis that many of the modal uses were authoritarian or assertive. Therefore, while frequency of tokens might not vary, it is suggested that the discourse purposes do.

The discourse purposes of the text types in this data cover planned schema in narratives where the actions, instructions for goals, and their consequences are clearly presented. The Reports present facts, and the persuasive texts aim to convince the reader. In this process it seems that the MWE takes the view that the writer can claim the authority of knower or teller, and, as such, can express their views strongly, supported by known schema, sources cited, or evidence of the argument. Whether expressing personal or corporate views, the writers were referring to received wisdom, and knowledge of the world. They may express their views with conviction and, as seen in Chapter 5.6, even use stylised exaggeration.

This stylised exaggeration supports the view put forward in 5.1 that there is lexical distinction made between literal truth, fact, and outright lies in the Bantu code of "speech manners" (Albert 1972: 87). In addition, Albert's description of Rundi causal theory can shed some light on the MWE expression of modality. She suggests that personal power is the chief causal force (1972:76). This is dependent on choice, which in turn is controlled by emotions, and hence unstable. The possession of power is controlled hierarchically, from God, down to the lowest group in the social structure. Such ethno-epistemological views imply that the writer can express certainty from his own perspective, but this does not commit him to any personal responsibility for the outcome. We may therefore expect the MWE to express certainty and commitment in modals in line with what he assumes is the received wisdom of the community.

The modals as a group of verbs do not exist in Chichewa. Concepts of possibility and obligation are indicated by infixes, as are the past and future (Salaun 1969). In Bantu languages in general there are apparently few equivalents to the modal meanings of English (Chishimba 1983). When the MWE use the English modal forms for these functions their usage is significant since it shows how they express

interpersonal meaning. In epistemic use they indicate certainty of belief and attitude to the truth/validity of the proposition, and in deontic use they express views on obligation and permission.

The outline of argument structure in Chapter 4 showed that when the L2 users wish to hedge their position vis a vis “the truth”, they often use viewpoint, or conditional adjuncts, and evaluative clauses. This observation is supported up by evidence in studies of Singapore English (Williams 1987a), and Indian English (Valentine 1991). The analysis will show that while some modals are used to express probability, possibility, and intention, the most distinctive MWE usage of modals is to express certainty and obligation, where the function is to present the writer’s strong view. This commitment to communal knowledge is supported by the MWE world view on the norms for conventional behaviour seen in lexical selections in Chapter 5 (5.2.1,5.4). As an expression of interpersonal tone this means that the writer is being prescriptive or didactic in many cases.

The modals are presented below under headings adapted from Wilkins’ (1976) categories of modal meaning. Wilkins argues that modality can be divided into “scale of certainty”, embracing the epistemic notions of the likelihood of the prediction being valid, and “scale of commitment” including the deontic notion of degrees of moral undertaking and responsibility. For the discussion in this section his scale categories are subdivided into (a) certainty: nil certainty: probability: possibility: (b) intention: obligation. Wilkins’ categories are adapted here to exclude discussion of lexical forms and focus on modals as forms used to express interpersonal functions in the MWE text. We thus exclude the personalised view of certainty, which he divides into conviction and conjecture, doubt, disbelief. These are also frequently lexicalised in the MWE data, and may well merit a separate study. Table 6.1 below summarises the distribution of modals in the “Scale of certainty” and the “Scale of Commitment”.

The table shows that, among 210 modal tokens, “will” (35.6%) has the highest frequency. Although it is used with a primarily future meaning, it serves the MWE for the expression of a strong degree of certainty, in the sense that it declares a plan of action in a Report, or predicts an outcome from a known cause/effect relation described in the process of an argument, or demonstrated in a goal Narrative. “Can” (19.9%) is used to report known abilities or properties of people and things. “Must” (4.2%) and “should” (16.7%) are used by those in authority to give instructions, or to remind the audience of required behaviour. “Could”(6.5%) and “would” (11.9%) are used frequently, but for the normal English expression of possibility, probability and

future intention. Several occurrences of “could” report past ability (total 11) and are omitted from the table as they are not relevant to this discussion of what the writer’s viewpoint is and how he presents it. Those modals occurring with low frequency (may (3.8%), might (0.9%), shall (0.5%)) serve to demonstrate that they are used in the MWE repertoire, sometimes for quite sophisticated functions, as will be seen below.

Table 6.1: Distribution of modals in scale of certainty and scale of commitment as percentage of 210 modal tokens.

	Scale of Certainty			Scale of Commitment			Totals
	Narr	News	Sub-tot	Narr	News	Sub-tot	
will	6.2	21.8	28	3.8	3.8	7.6	35.6
can	9.5	9.5	19	0.9	0	0.9	19.9
should	0.5	0.5	1	10.9	4.8	15.7	16.7
would	3.3	0.5	3.8	4.8	3.3	8.1	11.9
could	2.8	3.7	6.5	0	0	0	6.5
must	0.5	0.9	1.4	1.4	1.4	2.8	4.2
may	0	2.4	2.4	0.9	0.5	1.4	3.8
might	0.9	0	0.9	0	0	0	0.9
shall	0	0	0	0.5	0	0.5	0.5
<i>Totals</i>	23.7	39.3	63	23.2	13.8	37	100

The analysis will show that many of the forms are used for the stylised exaggeration the writer adopts appropriate to text purpose: to impress the audience, by being very polite, or very assertive. The detailed discussion of modals in the two groups is presented below with examples from the data. The full range of sentences with modals in the data is included in Appendix 3:24-29.

6.3.1 Scale of certainty

The categories in the scale of certainty are certainty, nil certainty, probability, and possibility. As seen in Table 6.1 above, there is a higher frequency of modals in the MWE scale of certainty (63%) than in the scale of commitment (37%). The scale of certainty is dominated by “will” and “can”. The discussion in this section will show that “will” and “can” are used to express certainty, and “could” for probability/possibility. The uses of modals for the expression of certainty coincide with discourse purposes: to summarise the point of the argument, or present a moral in a story which is the conclusion the writer wishes the reader to reach. For possibility they are often used in rhetorical questions to challenge the reader to agree.

6.3.1.1 Certainty

Certainty is defined here with the meaning “I am sure that”. The MWE expresses certainty with the modals “must”, “can”, and “will”. Distributions and frequencies across text types are shown in Table 6.2. “Kal” stands for the Kalulu stories, “Deb” for the debate style stories, and “Stor” for the miscellaneous group. “Rep”, “Lets”, and “Eds” refers to Reports, Letters, and Editorials, respectively. The figures include the occurrences of negative uses to express nil certainty, discussed in section 6.3.1.2.

Table 6.2: Distribution of modals used to express certainty as percentage of 210 modal tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Totals
must	0	0.5	0	0.5	0	0	0.9	0.9	1.4
can	1.9	2.4	1.9	6.2	0.5	3.3	3.3	7.1	13.3
will	1.4	0.9	2.4	4.7	10.4	3.8	2.9	17.1	21.8
Totals	3.3	3.8	4.3	11.4	10.9	7.1	7.1	25.1	36.5

The modals in this category represent 36.5% of all the modals in both scale of certainty and scale of commitment, which shows the relatively common use the MWE make of them for this purpose. The expression of certainty using modals occurs in all the database groups, “can” being the most frequent in Narratives (6.2%) and “will” in News texts (17.1%). “Must” occurs a few times in the debate style Narratives and the Editorials. The discussion looks first at examples of “must”, followed by “can”, and “will”.

The standard epistemic meaning of “must” expresses logical necessity, indicating presently testifiable assumptions (Lakoff R 1972), and follows BrE usage. These examples of “must” are taken from Narrative and News text to indicate that this usage exists in both text types.

- (a)

(i)

Then you must be silly indeed!

(D6.15)

(ii)

Switchboard operators and receptionists must have learned valuable lessons that gave them deeper insights into the importance of their work.

(E34.1)

The more frequent occurrence of “can” has a more or less equal distribution between Narratives (6.2%) and News texts (7.1%), although within these groups it occurs most frequently in the more interactive texts (i.e. debate style stories, Letters, and Editorials). In the description of BrE usage, “can” has meanings ranging from (i) ability, (ii) permission, to (iii) theoretical possibility (Quirk & Greenbaum 1985:52). In the MWE data, the most common occurrence is for the expression of certainty as to the truth of a proposition. The MWE tend to use “can” in (b) indicative statements

of general truth, or (c) formal statements of procedure, which combine the meanings of ability and theoretical possibility. “New” is italicised and modal/verb stem underlined.

(b) *Indicative statements of general truth*

- (i) I’m afraid wasps and bees are *dangerous* and no one can escape *their sting*. (K15.9)
- (ii) No nation can afford *going it alone* in this respect. (E37.5)
- (iii) A long time ago, so long that no one can be able to tell, there lived *many animals in the Nkhamanga plain* (K7.1)

Statements of general truth draw on inferred values, in a similar way to the use of formulaic phrases, truisms, and epithets, discussed in Chapter 5.4. In (iii) the overgeneralisation in the use of “can” and the verb stem arise from the fact that “can” is usually taught as an auxiliary, meaning “to be able to”.

The use of “can” in a statement of procedure also draws on world knowledge of the reader

(c) *Statements of procedure*

- (i) That is the best way we can protect *ourselves* from being killed. (S3.13)
- (ii) Meanwhile the company has *confiscated* the maize waiting for *the owner* to come forward so that *payment* for the transportation can be made formally. (R45.11)
- (iii) Table tennis is *a good game*, which, if it is *well managed*, can put *Malawi on the map of the world*. (L15.4)
- (iv) It has taken a man of *exceptional leadership qualities* ... to build Malawi and Malawians from *oblivion to the world’s forefront* where they can be part and parcel of *trend setters*. (E39.11)
- (v) This can be made possible by *employers realisation* that operators and receptionists need *thorough training and supervision*. (E34.14)

This use of “can” to express purpose in procedure is similar to a textbook usage for definitions. It operates epistemically, indicating a strong degree of certainty concerning the proposition. In the News text example (v), the use of the passive leads the writer to use the agentive structure “by” instead of an “if” clause, showing that the writer is sure of his statement. There is no hypothesis attached to indicate that this might happen if employers realise the advantages. This suggests the writer has assumed the role of “telling” or “instructing” in the communication process.

The use of “will” is the most frequent (21.8%), and in expression of certainty assumes a sure and certain view of present probability (Quirk & Greenbaum 1985:55). “Will” is used to state what will happen according to received opinion. Its use is exemplified in two groups of samples: (d) where the writer is convinced of his

prediction, and (e) where the writer is announcing future arrangements. In (d), the examples of “will” are used to predict an outcome. The narrator is drawing the conclusion of a debate between goats and dogs. The Letter writers are making a claim to be supported by their argument in subsequent sentences.

- (d) (i) Only your deeds will make you *appreciated by your friends* (D6.44)
 (ii) The biggest barrier for such a trip as far as Kwathu are concerned will be *language*. (L8.2)
 (iii) then I must point out that the aims of the Drama Festival *will never be fulfilled* – it will be a *failure*, and many schools will cease *taking part*. (L30.9)

The narrator uses a truism for his conclusion in (i). It is supported by the previous discussion which has exemplified the results of making false claims about oneself. The question of certainty does not arise, since the outcome is predictable according to the cause/effect relations of actions and outcomes in the preceding narrative. The same applies to example (ii) from the Letters, where the writer uses it to predict the outcome of the problems he has identified. On this basis, he too assumes an authoritarian role in delivering his prediction in a forceful tone.

In (e) the examples from News texts show to use of “will” to announce future arrangements in a Report and an Editorial.

- (e) (i) At 3.30 pm at the same venue, unpredictable Admarc Tigers will confront *BE*, who are *second from bottom of the league table*. (R7.13)
 (ii) *A great event in sports - the East and Central Africa Senior Challenge Cup tournament - will come to a climactic end this afternoon in Blantyre*. (E38.1)

The examples illustrate the newspaper register use of “will” to announce pre-arranged events. These usages show the writer’s attitude towards the truth of the proposition. It has future meaning, but it is used to declare what will happen. It suggests that there is an immaculate plan, and the writer or planner is in control. Overall the MWE use of modals to express certainty shows how the writer takes an authoritarian position to present points of agreed common knowledge

6.3.1.2 Nil certainty

Nil certainty is defined here with the meaning “it is certain not to occur”. There are 15 examples where nil certainty is expressed by “cannot” (8) and “will not” (7). These occurrences are included in the table 6.2 for “can” and “will” above (6.2.1.1). In the Narrative examples of this usage, the writer is sure of his position because he is concluding the close of a story, or giving the result at the end of an action sequence. Again it is a kind of stylised exaggeration.

- (i) You can't farm without any tool to use and we too can't work without anyone to hold us. (D4.35)
- (ii) Therefore you will not marry my daughter (S10.23)

The News text examples from Letters present problems to be solved or conclusions to be drawn

- (iii) The writer usually uses *big words that cannot easily be digested* (L17.1)
- (iv) But this will not be the case in *Zambia or Zimbabwe for instance* (L9.3)
- (v) If you can't afford flying you cannot advise an airline company to stop flights (L20.2)

The expression of nil certainty follows the hierarchy of authority taken from the audience's world knowledge and preceding information in the argument of a text, in the same way that "can" is used in an assertive way to mean world knowledge of ability, or procedure, and "will" is used to announce a plan or make a prediction that is certain, based on preceding text. For other examples from the six database groups of sentences where MWE is expressing certainty see Appendix 3:24-25.

6.3.1.3 Probability

Probability is defined here with the meaning "it is likely that". The MWE make little use of modals for the expression of probability, preferring as suggested above to use adjuncts to hedge the truth (see Chapter 7 for use of adjuncts in theme frames). The modals used to express probability in the data account for only 7.2% of the total modal occurrences, but there is a wide range of modals selected for this purpose ("will", "would", "may" "should") (see Table 6.3).

Table 6.3 . Distribution of modals used to express probability as percentage of 210 modal tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Totals
will	1	0	0	1	0	0	0.5	0.5	1.5
would	1.4	0.4	1.4	3.2	0	0	0.5	0.5	3.7
may	0	0	0	0	0.5	0.5	0.5	1.5	1.5
should	0	0	0	0	0.5	0	0.5	0.5	0.5
<i>Totals</i>	<i>2.4</i>	<i>0.4</i>	<i>1.4</i>	<i>4.2</i>	<i>1.0</i>	<i>0.5</i>	<i>1.5</i>	<i>3.0</i>	<i>7.2</i>

The examples show the range of use to express an opinion on the likelihood of something happening in examples (i)–(iii), and the writer's view as to the likelihood of the truth of his point in the argument in examples (iv)–(v).

- (i) Every animal was thinking, "Today or tomorrow I will be killed." (K7.10)
- (ii) and assume that once again they will get away with it (E32.3)
- (iii) and he thought he would not be able to do it (K14.30)
- (iv) With pets around, such people feel out of place and may not enjoy
their food. (L18.3)
- (v) Patrons should follow both the action and the dialogue (L9.7)

The examples are unremarkable as far as writer's viewpoint is concerned. The overtones of "should follow" are quite interesting as they suggest it is the responsibility of the patron to make an effort to follow the play, as much as the performers to present it well. It seems to belong to probability here since in oral conversation in Malawi, the epistemic or "potential" usage occurs: "You should find him there". These examples show that the range is available to the MWE writer to use, but they generally do not choose to express contingencies in modals.

6.3.1.4 Possibility

Possibility is defined here with the meaning "there is a chance that". The line between probability and possibility is difficult to draw with certainty. But the MWE use modals with low frequency for this concept as with probability above. Table 6.4 below shows distributions of modals used for this function in the data. The group constitutes 18.5% of the total modal usage. Predictably "can" (5.8%) and "could" (6.7%) occur with the greatest frequency.

Table 6.4. Distribution of modals used to express possibility as percentage of 210 modal tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Totals
can	1.4	1.5	0.5	3.4	0.5	1.4	0.5	2.4	5.8
could	1.43	0	1.4	2.4	1.4	2.5	0	3.9	6.7
will	0	0	0	0	0	1.4	2.7	4.1	4.1
may	0	0	0	0	0.5	0	0	0.5	0.5
might	0.9	0	0	0.9	0	0	0	0	0.9
should	0	0.5	0	0.5	0	0	0	0	0.5
Totals	3.7	2	1.9	7.6	2.4	5.3	3.2	10.9	18.5

The table shows that the MWE use a range of modals in this group, of which the most interesting is the use of "can" in a rhetorical question. Examples of this usage are discussed first (a), followed by the more conventional examples (b). The rhetorical question tends to occur at the end of a section in an argument in Narratives and Letters to challenge the reader/listener to agree with the speaker/writer. There are 5 such rhetorical questions in the data (see Appendix 3:26).

- (a) (i) *Can you be proud* because you are being killed? (D1.14)
- (ii) Who is *this chap* who says that he *can stand* against me, Lion, the King of the beasts? (K7.17)
- (iii) *Can't the National Council for Sport and other such pertinent bodies do something positive?* (L15.3)
- (iv) "*Can you believe* that our village, with all our bananas and other crops, stood there only last week?" said one elderly man, pointing at an expanse of water. (R1.16)

The last example is particularly interesting because it is the Report writer (iv) who has included the witness's rhetorical question to emphasise the extent of the floods. This indicates that the habit of using this device is not purely found in Narratives and Letters. The writer is challenging the reader by asking "is it possible that this is so?", expecting the answer "No", or "Yes" in the case of the negative question. I have had a similar challenge that was actually a request from someone outside a market in Malawi, "Can't you give me a lift?"

For the other examples there is a range of modals, and a less stable interpretation of the writer's meaning

- (b) (i) Let's see if you *can clear out* all the bush without the help of we hands" (D4.8)
- (ii) Although the master *should kill* you, the guest won't say they had killed a member of your family *because of him*. (D5.13)
- (iii) This story teaches us that we should *never attempt being proud of your post* or else you *might misuse it*. (K9.23)"
- (iv) To both teams a loss is *very much unwelcome*, since they are the only teams that *may close in on* league leaders MDE United (R7.2)
- (v) Here in Malawi Kwathu *could stage* their Chichewa plays anywhere and they *will be able to communicate with the audience*." (L9.2)
- (vi) We hope, *whichever way* this afternoon's game goes, it *will epitomise* the wonderful sportsmanship that has characterised this tournament (E38.12)

"Could" is taken in (v) to indicate possibility rather than probability since the second clause uses "will" indicating certainty of belief. "Might", in (iii), indicating theoretical possibility, only occurs twice in the database (Kalulu stories). In this example it occurs with deontic "should", as part of a statement of general truth. In example (ii) the use of "should" to indicate possibility is an interesting choice, since it is a subjunctive use, indicating hypothetical possibility. The range in group (b) shows that there are no dominant patterns in the expression of possibility apart from the use of "can" in rhetorical questions.

The discussion of modals in the scale of certainty in this sections has shown that the writers' selection of these modals establishes a certainty of tone by drawing on general truths, and predictable outcomes of procedures. In Reports facts are certain,

and in persuasive texts a degree of stylised exaggeration allows the writer to be sure to convince his audience of his opinion, to the extent of using rhetorical questions, where the writer challenges the reader to agree with his conclusion. The examples in this section show that the MWE can make a statement of certainty with a modal either because they are sure of their position, based on received knowledge of the world, or they want to convince the reader to be sure of the position, based on their textual arguments. Selection of modals for the expression of probability and possibility are less uniform, and, apart from the comment made on the use “can” in rhetorical questions, one cannot generalise from these patterns.

6.3.2 Scale of commitment

The modals in this category deal with degrees of moral undertaking and responsibility, whether on the writer’s or someone else’s part. As seen in Table 6.1 above, the modals used on the scale of commitment make up only 37% of the total modal usage. This is a similar percentage to those identified only for the expression of certainty in the scale of certainty above (36.5%). Nonetheless, the interesting groups in the scale of commitment are “will” and “should”. “Would” occurs frequently for the expression of intentions, and future probability. Norms of politeness require the hesitancy of “would” when a request is being made. The expression of obligation on the scale of commitment is made from the point of view of the person in authority and can be made with greater force, using “should”.

6.3.2.1 Intention

This category expresses a wide range of concepts: will, volition, choice, inclination, intention, purpose, wish, desire, design, mean, propose, contemplate, plan, project, want, prefer, promise, undertake, assure, guarantee, contract (Wilkins 1976:40). The primary meanings in the MWE data express volition, desire, purpose. Table 6.5 shows the modals and their frequencies used to express intention, with these meanings.

The total percentage of modals in this group is similar to that found in the group for expression of possibility (18.5%) discussed above, and for obligation (18.9%) discussed below.

Table 6.5: Distribution of modals used to express intention as percentage of 210 modal tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Totals
would	3.5	0.5	0.9	4.9	1.4	0.9	0.9	3.2	8.1
will	0	0	2.4	2.4	1.4	1.9	0.5	3.8	6.2
could	0	0	0	0	0	0.5	0	0.5	0.5
should	0.9	0.9	0.9	2.7	0	0	0	0	2.7
shall	0	0.5	0	0.5	0	0	0	0	0.5
may	0.9	0	0	0.9	0	0	0	0	0.9
<i>Totals</i>	<i>5.3</i>	<i>1.9</i>	<i>4.2</i>	<i>11.4</i>	<i>2.8</i>	<i>3.3</i>	<i>1.4</i>	<i>7.5</i>	<i>18.9</i>

As can be seen from the table the most common modal is “would” (8.1%) found chiefly in the Narratives (4.9%), and “will” (6.2%), found more frequently in News texts. The examples in (a) show how the MWE use of “would” follows the British English usage for the expression of politeness and future intention.

- (a) (i) Mr Elephant, I would like to marry your daughter Beauty (K1.6)
(ii) I would therefore like to ask the post masters in these areas to help us. (L21.2)
(iii) We would also like to point out the urgency the government has underlined in probing into this whole problem: the committee will start functioning immediately, the announcement stated. (E32.6)
(iv) He said the city council would welcome any kind of donations towards the programme. (R46.23)
(v) He called wasps only because he knew that the King would not look at them for a long time. (K15.25)
(vi) The man said he would do so, as he was walking along country roads. (S2.6)

The first three examples from the Narrative (i), Letter (ii) and Editorial (iii) are used to make a polite request. The first two are personal requests to someone in authority. It is notable that the Editorial uses the plural “we”, indicating corporate opinion, but is polite because the writer is referring to the Government. The Report and Narrative examples (iv-vi) express future intention in a narrative sense. The use of “would” shows a functional range, with non- assertive purpose.

The second group of examples (b) shows the use of “will”, “may”, “shall”, “should”. “Will” in (i), and (ii) expresses a deterministic view of intention. The use of “shall” in (iv) appears only once in the data, which suggests students are taught to avoid it, because of confusion with the use of “will”, and the variation in semantic power of the two auxiliaries.

- (b) (i) But he said to himself, “Because of *the beauty of Tamara*, I will try.” (S14.31)
(ii) This means instead of *planting new trees* we will go back to replace the stolen or damaged seedlings (R46.7)
(iii) Kalulu stopped and said, “May I say something to you?” (K13.11)

- (iv) "OK, we shall see *what we shall use when time for hoeing comes,*"
said Mr Hoe. (D4.15)
- (v) When he *brought* it, the frog *bored through its compartments* so that
the porridge *should easily be sucked in* . (S12.22)

The first two examples show "will" used for the expression of strong personal and corporate commitment to an intention. "May" (iii) expresses a very polite intention to speak. In (v) "should" indicates purpose in a procedure. "Should" in British English usually conveys the meaning of obligation and logical necessity, and by extension, something potential, likely, or probable in the future (Quirk & Greenbaum 1985:55). Its range of meanings may be desiderative, putative, contingent, and the expression of formal conditions. In the MWE data "should" is more commonly found to express obligation, but this use of "should" for purpose together with the passive in (v) is similar to a text book usage for prescribed procedures. It is often found in Malawi for indicating purpose of this kind, and is similar in tone to the use of "can" for procedures. These modals expressing intention show a range in uses for different text purposes. They are influenced by politeness norms according to discourse purpose, and text book usages of "shall" and "should".

6.3.2.2 Obligation

The modals in this category deal with duty, liability, responsibility, allegiance, conscientiousness, obligation, onus (Wilkins 1976:41). The MWE use modals in this category for a kind of stylised exaggeration of orders, e.g. from the King in a Narrative, and from the writers themselves in News texts. The modals and their distributions are shown in Table 6.6 below. They have the same percentage of occurrence as the modals used to express intention, as seen above in Table 6.5.

Table 6.6: Distribution of modals used to express obligation as percentage of 210 modal tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Totals
must	0.5	0.5	0.5	1.5	0	0.9	0.5	1.4	2.9
should	2.5	3.3	2.3	7.9	0.5	2.9	1.4	4.8	12.7
can	0	0.5	0.5	1	0	0	0.4	0.4	1.4
will	0	0	1.4	1.4	0	0	0	0	1.4
may	0	0	0	0	0	0	0.5	0.5	0.5
<i>Totals</i>	<i>2.8</i>	<i>4.3</i>	<i>4.7</i>	<i>11.8</i>	<i>0.5</i>	<i>3.8</i>	<i>2.8</i>	<i>7.1</i>	<i>18.9</i>

In MWE data, the expression of duty, obligation, liability, responsibility, comes for the most part through "should" with the meaning "ought to", as defined above. The principle use of "should" in the written data is desiderative, conveying the deontic

notion of “duty”. The usage throughout the data is very formal in tone, A distinction is made here between (a) the expression of instructions, and (b) general statements, expressing expectations for norms of behaviour.

- (a) (i) “Okay, if you *want* to marry my daughter you should cultivate my garden without resting,” said the King. (K1.11)
- (ii) Kalulu the Hare returned to Mr Mkango and told him that he should go and fight at that place. (K9.17)
- (iii) Nyandovi told the men that anyone who wanted to marry her daughter should first pay her the money. (S14.6)
- (iv) You should also take note that I am *the only one who gives your master milk which he drinks and sells*. (D5.5)

The use of “should” to give instructions is very formal, and suggests the instructor is enhancing his own status by using this modal. The instructions read like conditions of employment, particularly example (iv).

- (b) (i) You should consider you fellow friends as you do yourself (D6.43)
- (ii) *Efficient and responsible teachers* should always be dedicated to duty and disciplined in any society. (R6.1)
- (iii) What parents and elders should know is that *a good foundation of children's future* is needed at an *early age*. (L19.4)
- (iv) This is *as it should be*, for almost all nations in this part of the world can openly confess that football has emerged as *their most popular game*. (E36.2)

The News text use of the deontic “should” is prescriptive. However, the prescription implies shared knowledge, rather than personal viewpoint.

The use of the stronger compulsion expressed in “must” (c) occurs primarily in the interactive texts (debate style Narratives, Letters), where the deontic meaning expresses obligation or compulsion (Quirk & Greenbaum 1985:56). Tregidgo (1987:190) suggests that in West African English “must” is over used in place of “have to”.

- (c) (i) You must collect wasps and bees for me if you want my daughter,” commanded the Lion. (K15.11)
- (ii) *Parents who are fond of chasing their daughters from their home, just because the daughters have come home late, must stop this habit!* (L47.1)

The authority in the Narrative is from the King Lion, and that in the Letter is a stylised exaggeration to attract the audience attention and present the opinion of the writer. He goes on to present his view as to why this is not a suitable solution to the problem (see Appendix 1:25).

Apart from orders, a personal duty is expressed in “must”, seen in two examples from News texts below.

- (iii) – then I must point out that the aims of the drama festival will *never be fulfilled*. (L30.9)
- (iv) We must point out that in the past the Government has used many ways of *checking unfair practices*. (E32.13)

Rather than use an epistemic modal to express a commitment to the validity of the proposition, the writers of these two examples from a Letter and an Editorial select a deontic modal. This suggests they have a personal obligation to remind the reader of the shared knowledge. The notion of personal obligation to make a statement carried in “I must point out” above is found elsewhere in the interactive texts with “want” and “need”. These verbs are used to express desires strongly and directly in the same way that register disturbance is used, e.g. where strong emotions are expressed with lexis such as “love”, as discussed in Chapter 5.6. It is a stylised exaggeration to convince the reader.

The last group of modals used to express obligation (d) include “may”, “can”, and “will”. These selections are very authoritarian, and are related to the position the writer takes dictated by text type. For example, the Editorial writer uses “may”.

- (d) (i) Business men who love getting rich quick by *overcharging for their goods and services* may count *their days numbered*. (E32.1)

In this example the implicit politeness of form operates together with the expression of a strong deontic meaning. It is a threat. The authority of the Editorial writer comes from an action taken by the Government to deal with the problem of inflation. Similar autocratic use occurs in written Indian English, where “may” is used with the strength of obligation, together with connotations of politeness (Nihalani, Tongue & Hosali 1979:121).

The characters in the Narratives can show their authoritarian position when outlining obligations for others. They use “can” or “will”.

- (ii) “Now you can start your story,” the King said. (S10.19)
- (iii) “OK, let me *go and call my fellow friends* so that you can verify *your speech before them*” (D6.25)
- (iv) The dove will go and eat *in the bushes*. (S12.42)

In using “can” in (ii), and (iii), the speaker is granting permission, but it is more like the kind of language a teacher uses to give an instruction, e.g. “You can turn to page 5”. The use of “will” in (iv) is a command from the woman who is punishing

the animals for their misbehaviour. It may well be the case that the teacher input is the model for these Narrative writers.

The discussion of the use of modals for the expression of obligation in the data shows their most common semantic function in MWE News texts is to express a communal view on necessity as obligation to observe behavioural norms. The writer sometimes uses obligation to commit himself to express a normative viewpoint on the topic under discussion. They confirm the writer's position as "teller" and "instructor". These modals are used most frequently in the interactive texts, and norms of politeness are observed to frame the direct expression of the viewpoint.

Taken together, the observations on modals in the scale of certainty and the scale of commitment have shown that the range of modals used in the MWE repertoire is wide. Understanding the MWE modal auxiliary use is important because it demonstrates the writer's assumption of a position on a topic.

The most interesting usages are found in the way the MWE can express certainty and commitment strongly in "can" (19.9%), "should" (16.7%), "will" (35.6%), and "must" (4.2%). The certainty of tone is applied to statements of general truth, rhetorical questions, and prescriptions for shared values, which removes personal responsibility for the outcome. The relations between the writer's modality and commitment to truth suggest that the MWE can make strong statements based on communal truth, or strong statements which stretch the truth and are stylised exaggerations for the purpose of persuasion. The writer is "teller" or "instructor", and the aim is to present the proposition in an authoritarian tone, to express what is desirable in normative terms in order to convince the reader of the writer's rectitude. There is little uniformity in the functions for which the other modal forms are used from which to generalise meaningfully.

6.4 The use of passive voice

The use of the passive voice is more common to writing than speech (Biber 1988), and is often discouraged on the grounds that it is transformationally more complex and thus more difficult to process. It is frequently associated with formality of register, and is a method whereby the author can distance himself from the responsibility of personally communicating the information (Smith 1986).

The importance of the passive voice in English is that it is a means by which the normal order of agentive and affected agents can be reversed, thus adjusting the

clause structure to thematise the patient, and achieve end-focus or end-weight (Quirk & Greenbaum 1985:411). The discussion of the MWE use of the passive will look at how its use contributes to the establishment of the writer’s perspective, and the effect of forms, both with and without the agent, on information focus, and variation in formality of purpose (Table 6.7).

Table 6.7: Occurrence of the passive in MWE as percentage of 120 passive tokens.

	Kal	Deb	Stor	sub-tot	Rep	Lets	Eds	sub-tot	Total
Agentless	7	7.0	7.0	21	24.0	17.0	15	56	77
With agent	4	1.5	1.5	7	4.5	4.5	7	16	23
Totals	11	8.5	8.5	28	28.5	21.5	22	72	100

The majority of the passives in MWE data are agentless (77%). Preference for formality and distance could be a justification for the higher frequency of passive occurrence in News texts (72%). A full list of passive sentences from the data is given in Appendix 3:30-33. Sey (1973) suggests it is overtaught and hence overused. However Chichewa, like most Bantu languages, has a very productive passive (Trithart 1979:12), since most verbs can be used in passive mood. This would seem to suggest that it is both conceptually easy to use, and culturally appropriate in tone. There is a distinction to be made between the text effects of agentless and “with agent” passive. The analysis will show how the MWE uses the agentless passive to give an indirect neutral tone, and the subject is generally selected in line with thematic considerations. The use of the agent sometimes coincides with focus on “new” information, but in others, the sequence disturbs end focus.

The MWE use of the agentless passive is likely to derive in part from the L1 usage. The agentless passive in Chichewa may be formed both with a transitive verb, or the use of an alternative form known as the “middle voice” verbal form, which Foley and van Valin (1985:322) call “mediopassive”. Chichewa can form a semantic passive where a transitive verb may be detransitized or stavitized, which does not require expression of an actor (agent) as in this example.

Mwana

child

My child

wanga

my

has been

wapand

beat

beaten

ika

(middle voice)

Figure 6.2: Chichewa medio-passive (Watkins 1937, cited in Foley & van Valin 1985:323).

This results in a passive with a neutral, indirect tone used to make a statement on the situation, without evaluation or attribution of cause. The passive in Chichewa can also use several categories of NPs to make the derived subject of a full passive sentence: direct object (patient), indirect object (recipient), benefactive, instrumental, and locative (*ibid*:12). Chichewa examples with (a) benefactive, (b) instrumental and (c) locative subject NPs are shown below. In these cases, it is the thematised subject NP which is important to the topic.

(a) *Benefactive*

ana	a	na	phiki	r	idw	a	(ndi Catherine)
children	they	(past)	cook	for	(pass)	(indic)	(by Catherine)

The children were cooked for (by Catherine)

Amai	ake	a	na	pats	idw	a	nthoch	(ndi John)
mother	his	she	(past)	give	(pass)	(indic)	bananas	(by John)

His mother was given bananas (by John)

(b) *Instrumental*

Khasu	li	ma	lim	its	idw	a	chimanga	(ndi John)
hoe	it	(habit)	farm	(instr)	(pass)	(indic)	corn	(by John)

The hoe is farmed corn with (by John)

(c) *Locative*

Mphasa	i	na	khal	idw	a	(-po)	(ndi John)
mat	it	(past)	sit	(pass)	(indic)	(on)	(by John)

The mat was sat on (by John)

Figure 6.3: Chichewa full passive forms with benefactive, instrumental, and locative subject NPs. (Trithart 1979: 14/15).

The translations of both the medio and the full passive examples show the impersonal tone used to make a proposition, and suggests the cause of action is relatively unimportant, by omission. The focus is on the foregrounded subject NP.

In the MWE data, the use of agentless passive with this impersonal/neutral tone occurs in all text types. The Narrative examples below show the agentless passive used to describe a state, present instructions, and prescribe an action or procedure for a particular purpose. In many cases it is used with a modal auxiliary with the assertive/deontic meanings discussed in the section on modals above.

- (a) (i) The food he had was finished (D4.25)
- (ii) Hyena was told that he had to bring *wasps and bees as a reward to the King* before he could marry the girl (K15.8)
- (iii) When Mr hand saw the dead pig he wanted *to cut it into pieces* so that it should easily be carried home. (D4.8)

Example (i) shows a statal passive and a commonly used verb “finished”, with the meaning “used up”, rather than “completed”. Examples (ii) and (iii) deal with instructions and procedure. The News text examples have a similar tone, but there is variation in textual effect between Reports and Letters/Editorials, including an example from a Ghanaian Editorial (EGE).

- (b) (i) The tremor is also reported to have cracked *a number of buildings in many parts of the district.* (R28.14)
- (ii) The two children were rushed to *Ntcheu District Hospital for treatment.* (R44.2)
- (ii) This year and *for the coming five years* the exercise is supposed to run, *K50,000 will be set aside every year.* (R46.16)
- (v) As for the switchboard operators, the touch of unprofessionalism is also pronounced. (E34.7)
- (iii) But I think exceptions should be made where *the situation demands it.* (L12.2)
- (v) EGE. We plead that *every effort should be made* (E42.15)

The Report examples and MWE Editorial are impersonal and neutral. The Letter and Ghanaian Editorial examples are prescriptive. The apparently authoritarian purpose is served by both the strength of the modal and the formality of the passive. This expressive norm may also be related to the allocation of power in traditional societies, where membership of a certain social group may be claimed by assertive style, rather than bestowed. As seen in the discussion of modals above, the purpose is to outline normative behaviour.

Apart from making use of the impersonal tone of the passive, the writer often makes use of the foregrounding function to present “new”, sometimes complex information, in sentence initial position. Examples of such patterns show how the MWE make use of the foregrounding function of the passive for this textual purpose.

- (vi) *Deep rooted issues regarding fertiliser as a solution for increased crop production* are currently being discussed in Blantyre (E33.1)
- (vii) *A change in social behaviour, mainly curbing promiscuity – since sexual intercourse is the main way of contracting Aids –* is needed (E37.12)
- (viii) *Opposition* is hereby given to the idea raised by Mr ES that Kwathu Art Group should arrange to perform to some neighbouring countries. (L8.1)

The “new” is in a predicated theme, which means that the verb phrase is central to the grammar but not the information structure. For MWE it is generally the thematic perspective that will determine subject selection.

This may be influenced by the fact that the selection of Bantu passives is influenced by semantic factors of the NP arguments of the verb (Trithart 1979:25). The basic

ego-centricity of human discourse influences the selection of the passive when the NP to become subject is higher on an “animacy hierarchy”, and a “role hierarchy” (*ibid*:25). The animacy hierarchy is 1st person > 2nd person > 3rd person > non-human animate > inanimate. The role hierarchy mirrors this as recipient/benefactive > patient > instrument. In some cases, this pattern coincides with examples from the Narratives. Those given below may be regarded as exemplifying the application of the animacy hierarchy as a criterion for the selection of the passive.

- (c) (i) He was stuck with the arrows which Mr Kalulu had trapped in the water and died there. (K9.20)
- (ii) It is just the same to buy a *knife new* and try to cut *your arm* with it, exactly you will be cut with it. (S2.17)
- (iii) I have been told by the angry Leopard that I'll *one day rule this forest*,” answered Kalulu. (K15.21)

In these examples the NP subject is higher on the animacy hierarchy than the instrument or agent. The 1st person (Kalulu) in example (iii) is more significant than third person (leopard), and allows Kalulu (I) to maintain thematic continuity. The selection of the passive also allows the MWE to maintain the theme within the sentence in (i) “He” and (ii) “you”.

As far as inclusion of the agent in final position is concerned, the MWE selection criteria do not always seem to be led by notions of end focus. In the same way that the passive may allow MWE preferences for thematic selection, selection of the agent may often be included for the sake of grammatical explicitness, for clarification of meaning. There are several examples of passive usage in MWE where the status of the information in final position is unclear (d). The following are three such examples from a Narrative, a Report and an Editorial.

The first example has a causative passive structure where the agent disturbs end focus

- (d) (i) Only your deeds will make you appreciated by your friends (D6.44)

The centrality of 2nd person “you” in subject position in the passive clause seems influenced by “your deeds” in the first clause. This may be because the writer wants the same subject in both clauses, or because, on the animacy hierarchy, 2nd person takes precedence over 3rd person (your friends). It also follows the “parallel” pattern by balancing “your deeds” and “your friends”. However, It is more difficult to process than the active voice, which would take “your friends” as subject of the passive clause, and turn the sentence round, so that end focus would fall on “appreciate you”.

This disturbance of sequence also occurs in these News text examples of passive structures with agents as instruments or means from an Editorial and a Report.

- (ii) As the Polytechnic workshop *pointed out*, this is also where and how *business is lost by many establishments*. (E34.12)

The selection of “many establishments” for subject and the active voice as in “many establishments lose business”, would make a stronger statement here, and focus on “loss of business” as the significant information. However, for the MWE “business” is more central to the thematic viewpoint, and the passive provides a neutral statement of the position.

In the Report example, the MWE pattern means “new” information is thematised. The MWE sees “people” as more significant in the subject hierarchy than “walls”.

- (iii) *Three more people were seriously injured by falling walls of their houses at Chipangu village in Chief Tambala* (R28.6)

The selection of the passive provides the neutral reporting tone and the foregrounding required. However, the agent is redundant “given” information, and its inclusion immediately after the VP divides the “new” information into two sections. This repetition of “given” information seems an inevitable result of the selection of the passive with agent. This pattern has implications for sequence in given/new relations, discussed in more detail in Chapter 8.

The redundant agent also occurs in cases where it is used to indicate “possession” in News texts (e).

- (e) (i) The announcement on the creation of this committee has made it clear that the move has been taken against the background of *concern by the government* that people have had to face *excessive prices on certain commodities in the country*. (E32.5)
- (ii) We hope the course will provide “fertile” ideas and break new ground in the *efforts by Malawians to make their an ever green land of plenty*. (E33.16)

The selection of the active mood, or possessive here would clarify the information focus. However the selection of the passive voice seems preferred, possibly for its associated formality, its merits in providing grammatical explicitness, but also related to the ease with which MWE use it.

The formality of tone is occasionally varied by the use of “get” as a causative version of the passive. The use of the verb “get” is often viewed with scepticism by defensive BrE pedagogues, and banned by prescriptive grandmothers in Britain as

showing poor style. It seems a selection the MWE make from the repertoire to signal the passive being used less formally in some cases. It occurs only 4 times in the data. The first example here is the sole occurrence in the Narratives. It has no agent, but includes a deterministic modal to make a declaration of the prescriptive kind illustrated above. The other includes an “instrumental” preposition phrase expressing means.

- (f) (i) The frog will go and live in *water* where his wounds will get healed. (S12.43)
 (ii) *My English* has improved after getting inspired by some of George's works, let me reveal! (L20.5)

Both examples allow thematisation of “new” in their respective clauses. Interestingly, they follow the same subject hierarchy criteria ascribed to the Bantu passives above.

The discussion of the MWE use of the passive voice has shown that it covers a range of discourse purposes. The effect of agentless passive selection is to provide the writer with a neutral impersonal tone and is used throughout text types. This may well be influenced by the nature and role of the medio and full passive in the L1. When the passive is used together with a modal, it provides a deterministic or prescriptive tone. Nonetheless the writer is presenting the information impersonally. The foregrounding function of the passive is used by MWE to thematise “new” information. This is also influenced by the MWE thematising criteria, and the Bantu language subject status hierarchy in some degree. These examples show the selection of the passive may not always be the most informationally helpful to the communication of the message. Inclusion of agent in a position of end focus is not a discourse matter for MWE. Rather, the end of the sentence is often a place for repeated “given” information, to clarify the message, with a similar purpose to that shown in the discussion of grammatical explicitness above.

6.5 Summary and discussion

In this chapter, the discussion of the way some grammatical features of the L2 repertoire contribute to the MWE communication style and information management has indicated some of the communicative norms for the writer’s attitude to audience and text. The examples show that a range of meanings are available in the repertoire, but that their usage reflects some style preferences. The MWE uses postmodification to make use of the inclusive qualities of general reference, and to make the message explicit. The discourse purpose is to provide additional information the writer considers necessary to make the message clear. The most common discourse

purposes for the use of the modals in both active and passive are to provide an authoritarian tone based on communal truth. The textual effect of the passive is impersonal and neutral.

The writer's attitude to information and audience shown in the use of the modal auxiliaries is primarily assertive and prescriptive. While the MWE demonstrate competence in the use of the "polite" usages of the modals, the writer is "teller", and has no qualms about giving a clear view of how the world "can", "should" and "will" be. There is no variation in the formality of usage of these strong modals between text types. The use of the more direct meaning options of "can", "should", "will" may in part be due to the fact that the indeterminate meanings are difficult to learn without broad exposure to confident models. However, ethno-epistemological views suggest that certainty of knowledge often depends on circumstances beyond personal control. The writer can express certainty on general truths, but not personal ones. Further, there is a degree of stylised exaggeration involved.

In the MWE data the use of the passive voice is more frequent in News texts than Narratives, possibly for the associated formality of tone. The agentless passive has appeal to MWE through its similarity to the L1, and also its impersonal tone, used to make statements of being, without attribution of cause. It is also used to make declarations and present requirements for instructions/procedures. The selection of a particular noun phrase for subject status follows thematisation criteria. It can lead to disturbance of information focus when inclusion of redundant agent seems to be for the purposes of grammatical explicitness.

The distinctive features of the MWE discourse purposes shown in this use of the grammatical repertoire indicate that the writer takes great care to clarify his message, and that he likes to take an authoritarian perspective. While this tone is more neutral in Reports, it is more didactic in interactive texts. This suggests that the MWE regard much of the information they provide as general knowledge, to be accepted without question. Where it is not, the modals add conviction to assertions, and prescriptions for procedures. There are overtones of obligation to normative behavioural values. Together with the use of the lexical repertoire described in Chapter 5, the MWE use of these grammatical features indicates a creativity in the language use. There is an ability to manipulate it for both communicative and culturally driven purposes. The observations on the MWE use of lexical and grammatical forms for discourse functions made in this and the previous chapter have shown important features of the communication style, and made reference to how the writer manages his information. The implications of the use of grammatical

explicitness to make the message clear, and verb selection to show writer's perspective, used together with the desire to attract audience attention through lexical display and reference to communal truths will be discussed with regard to the framing role of theme in the following chapter, and the presentation of "new" at text level in Chapter 8.

Chapter 7

Theme Frames

7.1 Introduction

This chapter moves the discussion from how the MWE uses the lexico-grammatical repertoire in the L2 to show his position and highlight significant information, to consider how selections specifically in theme position frame the presentation of the message. In this chapter, the stylistic selections in themes are described to characterise the MWE writer-reader relationship, and show the writer's perspective regarding the information the reader requires in order to process the message. These will show both cultural communicative norms and L2 factors, and will demonstrate in more detail the MWE norms regarding text purpose, and features characterising text type.

As was identified in Chapter 3.4.1, theme has several roles, the most important of which is to orient the reader and indicate the writer's perspective on the message. Themes play an important role in "framing" the message (Chafe 1976), and indicate what kind, and how much information the writer wishes to present as a context against which the reader is to process the message. Chafe's term "frame" is adopted here to identify the complex role of theme. This is adapted from his description of the function of certain initial elements in Mandarin Chinese, being to set "the spatial, temporal or individual framework within which the main predication holds" (Chafe 1976:50). In the framing process, thematic material may be carried in a simple or complex theme (Halliday 1985). In cases where several theme elements contribute to different framing functions in the text, these will be textual, interpersonal and ideational, but the ideational element is designated the last in the sequence. The inclusion of textual and interpersonal material in these complex theme frames will show writer's attitude to the information and the reader. The first ideational element in the sentence is not always topical in sense of what the message is about. The orienting of the reader in the opening and closing of a text involves the use of devices for engaging the reader's attention (Scarcella 1984). This type of text signalling has a metadiscourse function, and is employed as a guideline for understanding writer's intention (Shuy 1982, Intaraprawat 1988, Vande Kopple 1985, Crismore 1989).

The different functions of theme thus overlap, and different types of themes can contribute to characterising text type (Eiler 1986). Based on Chafe's notion of "frame", Downing (1991) suggests that the three semantic functions of linguistic elements potentially construct different types of thematic frameworks operating

cohesively through the text. These are individual frameworks (set up by participant themes), circumstantial frameworks (set up by spatial and temporal themes), and subjective and logical frameworks (set up by first person pronouns, other adjunct themes and pre-ideational items). Bearing in mind the points raised concerning linguistic display, stylised exaggeration, and grammatical explicitness in the previous two chapters, these frameworks will contribute in different ways to different types of texts. The operation of these framing elements means that themes of varying complexity play a part in the staging of the different text sections. Recurrences through texts of specific types of thematic selection for certain framing functions will characterise MWE norms of text type and text purpose.

This chapter first presents the method of analysis of themes in the data, and then examines how themes contribute to the different framing operations of the three frameworks. The discussion of themes analysed will inform on the range of theme types in the data and how they differentiate text types. To support the discussion of different text structures presented in Chapter 4, the analysis will show how themes control and contribute to text structure, what thematic selections show regarding the writer-reader relationship, and the writer's intention regarding the purpose of the text.

7.2 Method of analysis of theme types

This section will describe how theme types are coded, with reference to the thematic frameworks discussed above, i.e. participant frameworks, circumstantial frameworks, and subjective and logical frameworks.

In the strict sense the theme orients each clause or group of morphemes. However, sentences represent the segmenting choice the writers make, and the sentence level thematic selection has a contributory role towards the whole text structure. At this stage of the analysis the text unit will be the sentence. All sentence level themes were coded (see Table 7.1). In complex themes both pre-ideational and ideational elements were coded, which means there are more thematic elements than sentences coded. The pre-ideational elements are significant in interpersonal and textual terms to the analysis, but they do not show the whole orienting picture. Thus what follows the pre-ideational element is included as a thematic selection choice and coded as ideational theme.

Table 7.1: Total words, average words per sentence, and total themes coded in databases.

Text type	words	sentences	words/sentence	themes coded
Narrative	6615	477	14	512
News	7108	317	22	396

Table 7.1 shows that there is greater disparity between the number of sentences and themes coded in the News data than in the Narratives, suggesting the News texts contain more pre-ideational themes. This may be due to greater writing maturity in News texts, leading to greater complexity in text structure marking, and more overt evaluative elements. Table 7.1 also shows that the Narratives have shorter sentences than the News data, possibly due to genre. Longer sentences might be due to a higher proportion of “nominal” sentences expected in the News texts, compared with the “verbal” style of Narratives (Wells 1960).

The taxonomy of coding is based on Downing’s (1991) thematic frameworks. The subjective and logical frameworks are divided into separate groups for the purposes of this discussion. Within the groups the coding is adapted from Eiler’s (1986) investigation of theme type as an heuristic of text type in expository text. Eiler’s taxonomy of theme types, derived in turn from Halliday (1967), has been expanded to account for the range of text types in this data. The taxonomy of themes in subjective and logical frameworks were adapted from Smith (1986) so that the classification could include examination of writer’s orientation. The examples can be read in their respective contexts in Appendix 1.

7.2.1 Participant themes

Participant themes identify participants as characters, things, events, or abstract notions. These are divided into three groups

- (i) Simple noun phrase themes, e.g. Excitement had enveloped Malawi ... (E36.1), The game ... (R7.11), 2,000 seedlings ... (R46.12), My English ... (L20.5).
- (ii) Third person pronoun themes, e.g. He did all this after struggling very hard (D4.21), They chose cock to be their leader (S3.11).
- (iii) Complex noun phrases: NP head post modified with preposition phrase, non-finite clause, relative clause, e.g. Travellers going either to Nchalo or Chikwawa ... (R1.22), The announcement on the creation of this committee ... (E32.5) Minibuses that move serving people on this route daily ... (L48.3).

7.2.2 Circumstantial themes

Circumstantial themes establish a situational framework for the message. This may be for the purpose of topic shift, or to sequence events. Fronted dependent clauses were treated holistically as thematic units for the larger sentence. These consist mostly of adjuncts, some fronted non-finite clauses, and adverbial phrases. They are tabulated in three groups.

- (i) Time: For quite some time now ... (L11.2) After reaching his house ... (K7.22), When I later asked the restaurant owner to replace the relish ... (L18.7).
- (ii) Place: Here in Malawi ... (L9.2), In attack ... (R7.9)
- (iii) Others: other fronted dependent clauses and phrases including purpose, reason, and manner, e.g. For quite some time now ... (L11.2) After reaching his house ... (K7.22), When I later asked the restaurant owner to replace the relish ... (L18.7), Here in Malawi ... (L9.2). To counter the move ... (R46.9), Since the Leopard loved the Lion's daughter ... (K15.12) Without asking they ... (D6.28)

7.2.3 Subjective and logical themes

These themes build frameworks to show the writer's personal position, and signal the line of reasoning with textual markers. The coding is presented in two groups.

(a) Subjective Themes

- (i) Sentences with 1st/2nd person pronouns. Although they are strictly speaking participants, these themes are often used to express the writer's own position, and as such are considered under subjective frameworks, e.g. We hope (E39.12), I wish to write concerning (L30.1), You are no longer my Master! (S2.12)
- (ii) Sentences with fronted dependent clauses or phrases indicating, viewpoint, concession, condition, e.g. As you can see ... (L 49.5), Although they fought wars at the beginning of the century ... (E35.6), If you fail ... (S14.29).
- (iii) Syntactic foregrounding structures. These are themes using interrogatives, imperatives, and vocatives. They indicate the interpersonal position of the writer in the light of his perceived audience expectations. They set up the sentence as requiring a response from the reader, often with a rhetorical question, e.g. What's the use of acting on stage if the audience can't follow the play? (L30.4), Just imagine the loss!" (L49.7), My friend, that doesn't matter. (D6.21)
- (iv) Pre-ideational modal elements, e.g. Unfortunately (K7.27), Okay (D6.25), Surely (D6.39), Generally speaking D5.2), Indeed (D6.30), Yes (K1.8), No (S10.36), What! (D6.23).

(b) Logical themes

- (i) Syntactic focusing structures. These are sentence themes giving syntactic signals of "new" information, (existential "there", anticipatory "it", and "wh" cleft), e.g. There was a lot of flame (S12.19), It was wrong for Mr S to compare drama with other sports like sports (L9.4). What is most striking ... (E39.3). "It" clefts rarely appear as initial sentence themes, but occur in "second" position, e.g. Out of the seven goats, Jane answered, "It is we who are the more essential members at this place (D6.10). Here a viewpoint adjunct is the frame for the sentence message.

- (ii) Sentences starting with demonstratives. Their deictic reference links the proposition to other parts of the text. e.g. That is why (L29.4), This is sad (E33.14), This tree cover programme ... (R 46.11).
- (iii) Fixed conjuncts and variable textual disjuncts. (1) fixed conjuncts (viewed here as weakly thematic as it is not choice that determines their selection to initial position), and (2) other variable position textual elements in pre-ideational position. e.g. Thus (K9.24), Consequently (13.35), In addition (S10.9), Yet (D6.20).

7.3 Overview of theme types in the three thematic frameworks

The table below (Table 7.2) shows the frequencies of theme types within the three thematic frameworks outlined above: “participants”, “circumstantial”, and “subjective and logical “ frameworks. Themes with initial purpose and reason adjuncts are few, and are collected under the category “others” in the circumstantial group. The frequencies are shown as percentages to show trends within each text type. The three Narrative groups combined have a raw total of 512 themes. There are 113 Report themes, 158 Letter themes, and 125 Editorial themes. Raw figures are included in brackets after the percentage figure.

Table 7.2: Summary of sentence themes in participant, circumstantial, and subjective and logical frameworks (in percentage of thematic distribution for each text type).

Thematic element	Narrative		Report		Letter		Editorial	
<i>Participant Themes</i>								
Simple Noun phrase	25.6	(131)	38.1	(43)	17.7	(28)	31.2	(39)
3rd person pronouns	17.2	(88)	10.6	(12)	0.6	(1)	2.4	(3)
Complex noun phrases	1.9	(10)	18.5	(21)	7.0	(11)	20.0	(25)
<i>sub-totals</i>	<i>44.7</i>	<i>(229)</i>	<i>67.2</i>	<i>(76)</i>	<i>25.3</i>	<i>(40)</i>	<i>53.6</i>	<i>(67)</i>
<i>Circumstantial Themes: Adjuncts/non-finite clauses</i>								
time	20.3	(104)	8.9	(10)	3.8	(6)	3.2	(4)
place	1.0	(5)	6.2	(7)	1.3	(2)	0	
others	1.6	(8)	0.8	(1)	0.6	(1)	0	
<i>sub-totals</i>	<i>22.9</i>	<i>(117)</i>	<i>15.9</i>	<i>(18)</i>	<i>5.7</i>	<i>(9)</i>	<i>3.2</i>	<i>(4)</i>
<i>Subjective Frameworks</i>								
viewpoint	1.0	(5)	3.5	(4)	3.8	(6)	3.2	(4)
condition	2.9	(15)	0.9	(1)	1.9	(3)	0.8	(1)
concession	0.2	(1)	0		4.4	(7)	1.6	(2)
1st/2nd person pronouns	7.2	(37)	0		19.0	(30)	12.8	(16)
interrog, imp, voc	5.8	(30)	0.9	(1)	10.1	(16)	0	
modal disjuncts	4.4	(22)	0		9.5	(15)	1.6	(2)
<i>sub-totals</i>	<i>21.5</i>	<i>(110)</i>	<i>5.3</i>	<i>(6)</i>	<i>48.7</i>	<i>(77)</i>	<i>20.0</i>	<i>(25)</i>
<i>Logical Frameworks</i>								
there, it, wh clefts	2.5	(13)	1.8	(2)	3.2	(5)	4.8	(6)
demonstratives	4.1	(21)	8.9	(10)	5.7	(9)	12.0	(15)
textual conjuncts,	4.3	(22)	0.9	(1)	11.4	(18)	6.4	(8)
<i>sub-totals</i>	<i>10.9</i>	<i>(56)</i>	<i>11.6</i>	<i>(13)</i>	<i>20.3</i>	<i>(32)</i>	<i>23.2</i>	<i>(29)</i>
Totals	100	(512)	100	(113)	100	(158)	100	(125)

This table presents a clear picture of how main types of themes match the text types. While figures for participant themes are the highest, there are more simple noun phrase themes in Reports (38.1%) and Editorials (31.2%) than Narratives (25.6%) and Letters (17.7%). As the discussion will show, this is because the text purposes of Narratives and Letters mean they have more circumstantial and subjective themes. Third person pronouns are frequent in Narratives (17.2%) and Reports (10.6%) given their need for anaphoric reference to characters/people and their actions or words. Complex noun phrase themes are most frequent in Reports (18.5%) and Editorials (20.0%) since the writer compresses a good deal of information into the theme.

The Narratives have predictably the highest percentage of time circumstantial elements (20.3%), given their chronological sequencing, although in Reports time adjuncts are also relatively frequent (8.9%) along with place adjuncts (6.2%) for contextualising purposes.

The subjective themes show the Letters have the highest frequency of these themes (48.7%) This is due to the way the MWE appeals to his reader. Conditionals occur most frequently in Narratives (2.9%), but concession adjuncts are more prominent in Letters (4.4%) and Editorials (1.6%) for justifying points in the argument. Viewpoint adjuncts are used in Reports (3.5%) for citing sources, and in Letters (3.8%) and Editorials (3.2%) for indicating writer's position on the message. First person pronouns are frequent in Letters (19.0%) and Editorials (12.8%) given their concern with expressing personal or corporate viewpoint. This means the Letters and Editorials are placed at middle levels of formality on Smith's (1986) scale of personal tenor (Chapter 3:6.2)

Among the logical themes, frequencies of syntactic markers of focus (existential "there", anticipatory "it", and "wh" clefts) are relatively low, but occur in greater numbers in the Letters (3.2%) and Editorials (4.8%). This is in contrast to the percentages of foregrounding structures in subjective frameworks group, which occur most frequently in Narratives (5.8%) and Letters (10.1%), where the engagement of reader, or other character in dialogue, is a priority. The Letters in particular are highly personalised, direct, and interactive. The reader's attention is also caught by a high percentage of pre-ideational modal elements (9.5%). The presence of these elements in the texts places them relatively high on Smith's (1986) scale in terms of didactic functional tenor, and also bears out the view that there are empathetic and participatory tendencies in thought and expression in oral culture (Ong 1982).

Closer analysis in the following sections of participant, circumstantial, subjective and logical theme frameworks will show similarities in selections across genres for specific discourse purposes, suggesting consistency in the L2 English repertoire, but variation in linguistic sophistication in the more formal texts (Reports, Editorials). The multiple framing functions that can be identified in the linguistic elements selected for theme often create heavy thematisation, which are predictable in oral genres (Goody 1987). Indeed the elaboration of many of the themes suggests that the framing of the sentence message, the beginning, is more important than the end.

7.4 Participant frameworks

Participant frameworks establish characters and concepts of concern. They are actors and mediators in the text. Selections for participant theme vary with L2 development and text type from simple to complex, but there are similarities in the ways in which these elements contribute to the framing function. They are discussed in three groups: simple noun phrase, 3rd person pronouns, and complex noun phrases.

7.4.1 Simple noun phrase

The function of the noun phrase in simple form will be to refer to a person, thing, event, or abstract concept. As seen in Table 7.3 below, the highest frequencies for these theme types are in Reports and Editorials.

Table 7.3: Simple Noun Phrase themes as percentage of occurrence in each text type.

	Narrative	Report	Letter	Editorial
Simple Noun phrase	25.6 (131)	38.1 (43)	17.7 (28)	31.2 (39)

The interesting aspect of their usage arises from the way they are supported by additional elements. This is related to the use of lexical focusing strategies like lexical linking, discussed in Chapter 5.3, and the preference for the grammatical explicitness provided by postmodification discussed in Chapter 6.2. The use of simple noun phrase themes is discussed below with reference to Narratives and Reports to illustrate this.

In the Narrative, “actors” generally contribute to the method of development of the story by initiating and sequencing events in the text. The narrator’s style in the use of the simple noun phrase themes means that a simple referential noun phrase may be elaborated in some way to avoid repetition and draw attention to the “person”. For example, the thematic mode for a character in the story sample ranges from purely

referential (“Mkango”, “the lion”, “he”) to description with title (“Mkango the Lion”) and evaluation (“Mr Mkango”). Such alternation obviously serves to give variety, but the honorifics and titles are used as a respectful form of address. Giving the addressee as many titles, or mentions as possible has similar functions to the vocative, used as a greeting, or form of address to enhance the status. Evaluative noun phrase themes are used at particular points in the narrative structure, seen in the extract below. Here, the honorific “Mr” is given to the first mentioned character, Kalulu, who is initiating a new complicating action, and “Mr” for Mkango when he is reintroduced, giving the characters equal status. Themes are underlined and “new” is italicised.

(i) Complicating action 3	15 <u>Mr Kalulu</u>	<i>ran as fast as he could with his bows and arrows down to the river where he thought there was a ford.</i>
	16 <u>He</u>	<i>put the arrows in the shallow water perpendicularly in the mud.</i>
	17 <u>Kalulu the Hare</u>	<i>returned to Mr Mkango and told him that he should go to fight at that place.</i>
Result	18 <u>Mkango</u>	<i>quickly ran to the ford.</i>

The series of participant themes in these sentences introduce a string of events in one time span, and themes are all short which speed up the pace of the narrative. The addition of honorifics and titles gives status to the participant. Further examples of this pattern are given in Appendix 4:2.

In the Report, the significance of a simple noun phrase theme is often enhanced by post modification with a non restrictive clause. It is a common instruction to journalists to increase density of information by adding extra details on a referent after first mention (Duff & Schindler 1984). As mentioned in the discussion of text structure in 4.3.2, for the MWE report writer the non-thematic non-restrictive clauses have a particular discourse purpose. Such a clause adds to the perspective of the information by clarifying for the reader the significance of the particular theme to the newsworthiness of the Report. The non-restrictive clause with this function occurs as either a relative or a non-finite clause as shown in the examples below. The theme is underlined and the non-restrictive clause is bracketed.

- (ii) The programme, [which is also a tree replacement exercise], will replace ageing trees in residential and traditional housing areas of the city (R46.19)
- (iii) The floods, [bursting at the seams of the Mwanza, Mphwazi, and Nkombezi rivers], have caused extensive damage to part of the vast sugar plantations and the irrigation system of Sucoma. (R1.11)

The status of embedded information is subordinate, and has low salience (Grimes 1975:359). It may be included for clarification, to establish reference, or to restate, but often has the effect of halting the main flow of significant information briefly. The second example contains a vivid metaphor to describe the force of the water. In the MWE Reports, this kind of background detail is evaluative in the sense that it draws attention to the simple noun phrase by giving it a significant additional and particular property to justify its newsworthiness. Further examples of such non-restrictive clause use are given in Appendix 3:20,22,23 and Appendix 4:4-5.

In the Narratives the simple noun phrase may be elaborated by means of a subordinated clause and a subject copy. The subject copy system of double marking the subject is seen at lower levels of proficiency, as in “Mr Chongwe he has left the bank” (Chisanga 1989). It occurs in the Bantu languages where the subject is marked on the verb regardless of the inclusion of a noun phrase as subject (Bresnan & Mchombo 1987). In this data the structures are modified with other elements, but have the same effect of double marking the subject. This example is a topic shift marker from a Narrative. The elaboration is bracketed.

- (iv) The Hyena, [unaware that this was a trick, he] agreed to wait on the road. (K13.9)

The function of double marking the subject is to emphasise and clarify the subject reference. Example (iv) does this with a parenthetical clause inserted between “Hyena” and “he” to provide additional information justifying the Hyena’s perspective. Further examples are given in Appendix 4:2. The repetition of the subject illustrates the notion that oral traditions reinforce reference for the listener in the interactive situation (Ong 1982). This point is further illustrated by an example from a Letter, where the writer specifically addresses the audience

- (v) English, [as you know,] is widely spoken and known in neighbouring countries. (L8.5)

The writer is drawing on audience knowledge to support his point. Additions of this kind show that the writer is inserting a condition under which his perspective on the proposition is valid. Further examples of this kind are given in Appendix 4:3-4.

The discussion of simple noun phrase themes in this section has shown that MWE signifies the status and significance of information of various kinds in the simple NP themes by honorifics, titles, and additional information of various kinds in non-restrictive clauses. Further examples of this kind of addition of information after sentence theme are collected in Appendix 4:2-5.

7.4.2 Third person pronouns

Third person pronouns are used in the course of the maintenance of textual reference. In the Narratives and Reports, where they are most frequent, (see Table 7.4), the citing of sources of information, and the general narrative process requires the identification of witness or speaker. The high frequency in these texts indicates that the writers have no problem with anaphoric reference for this purpose.

Table 7.4: Third person pronoun themes as percentage of occurrence in each text type.

	Narrative	Report	Letter	Editorial
3rd person pronouns	17.2 (88)	10.6 (12)	0.6 (1)	2.4 (3)

The similarity of narrative function in Reports and Stories means that both text types use the “he said” feature. This will identify the character by name, pronoun reference or, in the case of the Report example, the agency.

- (v) Character: Mr Hoe asked, “*How much* have you harvested this year?” (D4.28)
- (vi) Person: He said the City Council *would welcome any kind of donations towards the programme.* (R46.23)
- (vii) Agency: Hospital sources at the Boma confirmed that they *were* receiving more patients who sustained injuries from *collapsing houses.* (R28.11)

Selection of 3rd person (nouns and pronouns) for thematic position serves to identify the origin of the information presented before it is received. This kind of mediation is in line with the point made by Chishimba (1983) on the traditional African attitude to information; that it does not belong to the giver as an individual. The third person mask thus objectifies the information.

7.4.3 Complex noun phrases

The complex noun phrases, where additional information is supplied restrictively, elaborate the thematic frame to clarify reference, and focus attention on the notion that an announcement of some significance is to be made (Table 7.5). As discussed in Chapter 6.2, postmodification of the NP contributes to the grammatical explicitness at significant points in the text. Complex noun phrases in themes are discussed here specifically with reference to their contribution to establishing the perspective of the writer.

Table 7.5: Complex noun phrase themes as percentage of occurrence in each text type.

	Narrative	Report	Letter	Editorial
Complex Noun Phrase	1.9 (10)	18.5 (21)	7.0 (11)	20.0 (25)

The table shows that the complex noun phrases are numerous in the Reports (18.5%) and Editorials (20.0%), but fewer in Letters (7.0%). It is inappropriate and little used in Narratives (1.9%). Also the use of a highly nominal subject, as a more compact vehicle for transfer of information, is generally a sign of relative linguistic sophistication. Their occurrence in Letters may be due to editorial intervention, or originate with the writer. Whatever the case, we can say there are more in the post school data. Whether this is due to writing maturity, or genre difference, or both is a matter for closer empirical study.

The complex noun phrases include nouns post modified with a preposition phrase (i,ii), a non-finite clause (iii), or a restrictive relative clause (iv,v,vi). Of these three types, the restrictive relative clauses further illustrate that explicit information is seen as an important feature in the MWE framing process. Several of the examples also include additional information in post thematic position with similar roles to those discussed above with reference to simple noun phrase themes. The group below are from opening stages of texts of all types, where their role is to present “new” information. Detail included in post theme position in examples (i), (ii), and (v) is bracketed to indicate its contribution to the perspective on the message.

- (i) Vandalism in the city of Blantyre, [especially on the Chikwawa road], is making progress on the tree cover programme very difficult. (R46.1)
- (ii) A major highlight of the completion of the course, [we had been told], was to be the provision of a basic tool kit to this brother and his other students. (L13.2)
- (iii) Deep rooted issues regarding fertiliser as a solution to increased crop production are currently being discussed. (E33.1)
- (iv) Anyone who is willing to marry my daughter should tell a story which will last one week. (S10.15)
- (v) Parents who are fond of chasing their daughters from home, [just because the daughters have come home late], must stop this habit! (L47.1)
- (vi) Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered. (E32.1)

The role of the additional information in post theme position is for specificity (i), and justification of the belief presented (ii, v). The nouns in examples (i) – (iii) from News texts are post modified with preposition phrases and non-finite clauses, and are more typical of the formal written mode. Use of a non-finite clause structure seems preferred for expression of a concept, whereas reference to people makes use of the

restrictive relative clause in all three text type examples, Narrative (iv), Letter (v) and Editorial (vi).

These last three examples illustrate two features of the MWE noun phrase complex in theme. The use of post modification of the noun phrase with a restrictive relative clause is a way of identifying and making the general reference to “new” information specific, and are further examples of the point made in 6.2 concerning the influence of the Bantu L1 on post modification of the noun (Schachter 1985). Secondly, the use of the “who” clause in subject position (iv,v,vi), which is more common to spoken texts (Biber 1988). This means the writers are getting audience attention by using informal register. The Editorial writer in particular is shifting register to use an emotive verb “love” and a colloquially informal idiom, “getting rich quick”, to empathise with, and involve the readers.

The effect of the use of long complex noun phrases means the balance of the sentence pre and post main verb phrase is front weighted, and the predicates are often short and direct. Example (iii) has a stative verb, carrying reduced informational load in the passive voice. Examples (iv), (v) and (vi) have modal verbs used to chide the participants. Inclusion of dependent clauses in the theme analysis means example (vi) has a relative clause used together with a non-finite clause. The inclusion of additional information in post thematic position underlines the importance of the complex noun phrase theme, and contributes to the framing perspective on the information. This kind of detail included with the theme complex is one way in which the MWE themes play a major role in framing the information.

The discussion of participant themes shows similarities in Narratives and Reports in the marking of the status of a character or information, and use of third person for reporting. Heavier thematisation of participant themes occurs in Editorials and Reports. The complex noun phrases frame the participant with specific detail at strategic points in the text. The examples in this section on participant themes have shown that the MWE like to establish the significance of a participant by a mark of status, or justification of relevance to the text purpose, to the extent of the addition of information relevant to processing the message in post thematic position.

7.5 Circumstantial frameworks

The types of themes MWE use in circumstantial frameworks are discussed in this section under the headings time and place respectively to show their contextualising roles in the text.

7.5.1 Thematised time adjuncts

Time adjuncts occur most frequently in Narratives (20.3%, see Table 7.6), for establishing the setting of an event, and sequencing a series of them. They play a small role in the linguistic display strategies to draw reader attention to the message to come. They also appear in significant numbers in Reports (8.9%), where they are used for contextualising purposes.

Table 7.6: Time adjuncts as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
time	20.3 (104)	8.9 (10)	3.8 (6)	3.2 (4)

In Narratives the primary function of time adjuncts is as topic shift markers. They generally operate as text structuring signals of the narrative skeleton, rather than sequencing markers, although in some stories there is wider use of “then” and “the next day” within text stages (Stories 12 & 14 Appendix 1:14,15). These particular Narrative examples give clear indications of how time adjuncts mark the critical stages in the Narrative skeleton. In (i), (a) marks the text opening, (b) the introduction of the hero, and (c) the climax event from the same “goal” story. In (ii) the time adjunct marks the climax event from a “debate style” story.

- (i) (a) Long, long ago the world was *beautifully decorated by flowers* (K9.1)
- (b) For quite a long time Mr Kalulu the Hare heard these complaints from his friends. (K9.7)
- (c) When he saw his reflection appearing in the water, he plunged into the water aiming to *catch his foe* as he thought, but all was in vain. (K9.19)
- (ii) When the Ng’ombe heard this he became *so angry* that he disappeared into the bush talking to himself madly. (D5.25)

Openings in other Narratives vary little in the time adjunct selected. This is generally either “Long, long ago”, or “Once upon a time”. The time adjunct introducing the hero (i(b)) is followed by the honorific “Mr” to indicate his status. The “when” clause used to introduce the climax event expresses some kind of conditionality for the sentence subject, leading to the final dramatic action: “he plunged” in (i(c)), and the Ng’ombe conceding victory by retreat in (ii).

The News text examples show the time conditions under which the message is to be processed. They have general time reference, or provide historical background.

- (iii) When the programme to make the city green was started last year,
it was *not on the budget*. (R46.15)
- (iv) When institutions and individuals all over the country start reviewing
social attitudes and adapting safe ways of avoiding AIDS, then *things*
are looking up. (E37.6)
- (v) For quite some time now I have observed that *many taxi drivers are*
not smartly dressed. (L11.2)

In the Report and Editorial examples (iii,iv), the time adjuncts provide front weight in heavy thematisation. The time adjunct from the Editorial is so complex that it dominates the sentence, making the proposition in the main clause into a comment. The Letter example (v) is similar to the simpler style of the Narratives, but it does not stand alone as a theme. It is linked with a personal statement, "I have observed that", which introduces the topic of debate (taxi-drivers' apparel). The statement has just as much importance in establishing the perspective on the message, which means the time adjunct is part of a multiple theme frame.

Time themes occur in pairs on occasion, for the purposes of linguistic display. As seen in the discussion of "lexical linking" in Chapter 5.3, the MWE like pairs. In the following example (describing the execution of a deception) there are two "when" clauses in one sentence. The "when" clauses include the noun phrase subject, which is repeated in pronoun form. This has the effect of shifting topic and marking the subject twice (underlined), as seen above in the subject copy structures. This builds a syntactic parallelism which contributes effectively to rhythm and balance.

- (vi) When the king saw the flames he left Kalulu working, and when Kalulu was
alone, he had a chance of resting. (K1.29)

Structural parallelism of this kind connects the two parts of the sentences by more than conjunction, and is a common device in "mannered style" (Quirk & Greenbaum 1985:308). It is a further example of linguistic display.

The other type of pairing of time themes is where the time notion is repeated in Narratives. The rephrasing is for clarification and emphasis. Examples (vii), (viii(a)), and (ix) are topic shift markers. Examples (viii), (a) & (b) are consecutive sentences from the same story, showing a parallel patterning.

- (vii) The next morning when the man woke up he saw his pigeon
lying dead in its cage. (S 2.9).
- (viii) (a) Once again for the second time they paid their visit to
that girl. (K13.23)
- (b) On the way when they were about 200 metres from the village,
Kalulu complained of a sudden attack on his foot. (K13.24)
- (ix) The following day early in the morning, the Monkey climbed
the tree before the King's children came (S11.16)

This kind of repetition of time notion embroiders the theme frames, as in the participant examples above. In fact the repetition in (ix) may be related to an example which provides a direct translation of the Chichewa phrase for “tomorrow, early in the morning” = “mawa mamawa”.

It is clear from this discussion that the most common use of time adjuncts is in the Narratives, where they introduce a new event in the sequence of the narrative skeleton. In the News texts they provide a more general circumstantial context for the proposition. The examples of fronted time clauses from News texts show they frequently carry the greater weight in the sentence, and simple time adjuncts may be part of a multiple theme frame. This section has also shown how time adjuncts are used in syntactic parallels and pair patterns which add to the rhythm of the text, showing stylistically motivated recurrence for linguistic display purposes.

7.5.2 Place adjuncts as themes

The primary function of place adjuncts is to contextualise the information for the reader. The larger number in Reports (6.2%, Table 7.7) are in the “Floods” Report (R1: Appendix 1:15), and the Earth Tremor Report discussed in Chapter 4, where names of places are the central points of newsworthiness, and are placed in theme, e.g. At Gwengwe village in Chief Tambala more than 40 houses collapsed killing a small girl, said the area Party Chairman for Chilunguzi, Mr F K” (R28.3).

Table 7.7: Place adjuncts as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
place	1.0 (5)	6.2 (7)	1.3 (2)	0

The examples here from Narratives, Letters, and Reports show place adjuncts used with both literal and metaphorical meaning.

- (i) Beside me you see my daughter whose name is Lutamyo. (S10.12)
- (ii) In football, netball, athletics and boxing, for example, action, and not dialogue, is the focal point (L9.5).
- (iii) In midfield, GZ, CK, and MM need to be in top form, if they are to help AM, TP, and ML to find their scoring boots. (R7.7)

These examples are used by the writer to effect topic shift. The Narrative theme (i) has a focal role in the introduction of the daughter. The Letter example (ii) signifies the topical domain in which the concept pertains, bridging the gap between place and viewpoint adjunct to some extent. The Report example is discussing the team’s winning potential.

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This discussion of circumstantial frameworks shows that the time adjuncts are integral to the foregrounded Narrative skeleton. They can be part of linguistic display patterns, and patterns for clarification and emphasis. Some time adjuncts are included in complex themes in Narratives and multiple theme frames in News texts, where heavy thematisation accounts for the larger part of the sentence. It can be said that the place adjuncts establish setting in both a literal and metaphorical sense.

The next section discusses the subjective and logical frameworks, which complement the circumstantial frameworks in the support of the participant frameworks.

7.6 Subjective and logical frameworks

This section looks at themes used to create subjective and logical frameworks. The first part of the section looks at the role of subjective theme frames in signalling the author's position or attitude to information, indicating personal and functional tenor (Smith 1986). The second part looks at themes in the logical frameworks which present the text signals for the development of the line of reasoning.

7.6.1 Subjective frameworks

The discussion of themes in the subjective frameworks begins with thematised adjuncts establishing writer's position according to norms of politeness, hedging the presentation of points. It then looks at systems of claiming attention. The theme frames often involve the use of more than one thematic element to achieve this. The section looks at thematised viewpoint, condition and concession adjuncts, modal disjuncts, clause mood and modality structures, and 1st and 2nd person pronouns.

7.6.1.1 Viewpoint adjuncts

The viewpoint adjunct is a preferred framing structure for MWE (Table 7.8). This may be related to L1 transfer, since there is a direct translation equivalent in Swahili which is used as a preferred preface to many statements (Mkude 1986). It often occurs in L2 English as "To my side", meaning "In my opinion". It may be said to correspond in some degree to the topic announcement structure "My opinion is ...", with a degree of added conditionality, thus mediating between writer and message.

The standard English usage of the viewpoint adjunct "As far as I am concerned ..." is paraphrased as, "if we consider what we are saying from a [adj phrase] point of view", or "if we consider what we are saying from the point of view of [noun phrase]" (Quirk & Greenbaum 1985:211). Used in initial position, these adjuncts

may be interpreted as implying extension of scope to the subsequent co-ordinated and subordinated clauses. They are central to the orienting perspective of theme since establishment of the significance of the information and the circumstance of the presentation of the message is important for the MWE. The viewpoint adjuncts establish the personal position of the writer in relation to the information presented.

Table 7.8: Viewpoint adjuncts as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
viewpoint	1.0 (5)	3.5 (4)	3.8 (6)	3.2 (4)

Table 7.8 shows that viewpoint adjuncts occur quite frequently in Reports (4.4%), where they objectify the information by indicating its source and thus its significance to the “news”, in a similar way to the use of 3rd person pronouns (7.4.2). The examples given here make double reference to sources of information for good measure, i.e. the source in general and the speaker in particular. The second framing element is bracketed.

- (i) According to the spokesman, [the driver is alleged to have said] the 30 tonne truck *did not have brakes* in a statement to the police. (R45.7).
- (ii) Giving other reasons for starting the programme, [Mr Kawiya said] *trees add beauty to the scenery, they reduce noise and moderate temperature.* (R46.13)

The use of two thematic elements for a theme frame emphasises the evidence for the truth of the information. It is a similar strategy in some respects to the addition of an emphatic element in post thematic position after the participant themes (7.4). There is a difference however in topical theme status between (i) and (ii). In (i) the topical theme is “the driver”, and in (ii) it is “trees”, but in both cases the structure identifying the speaker is important to the MWE presentation of the message as someone else’s information, i.e. not the writer’s personal opinion.

The adjuncts also occur in significant numbers in the argumentative texts (Letters 3.8%, and Editorials 3.2%). These examples from an Editorial (iii) and a Letter (iv) are both topic shift markers. The viewpoint adjunct in (iv) is again part of a complex theme frame to establish a position for the writer.

- (iii) As for the switchboard operators, the touch of unprofessionalism *is also pronounced.* (E34.7)
- (iv) As for the distance that separates some fans from their best team, [well], that *doesn’t worry us a row of pins*, [bearing in mind] *we are supporting a team that is in our country and within our reach.* (L29.6)

Example (iii) is a straightforward topic shift marker. The example from the Letters (iv) shows a more complex pattern, where the grammatical subject in the main clause is taken from the subject introduced in the viewpoint adjunct. Here, the emphaser “well” is inserted between the viewpoint adjunct and the relative “that” to focus attention on the metaphor “row of pins”. The theme of the second part of the sentence, “bearing in mind”, has the linguistic form of a viewpoint adjunct, but the semantic function of “because” used to introduce a justification. As we shall see in the discussion of logical frameworks, the logical relation of reason is common in the texts.

Viewpoint adjuncts involved with multiple framing are used in this way to justify the presentation of points in an argument. The manner of presentation of an opinion is controlled by norms of politeness which inevitably revolve around directness of address. Directness is a factor of the number of elements contained in the theme and the mood selected for addressing the reader. Just as the number of elements contained in the participant themes is related to status and specificity of reference, so the number of elements contained in the themes signalling writer’s position is related to hedging or creating distance between writer and reader, or writer and proposition.

Apart from viewpoint adjuncts discussed above the proposition can be mediated by other hedging devices. We will turn to consideration of condition and concession adjuncts before dealing with the contribution of pre-ideational elements and other structures for establishing writer’s position.

7.6.1.2 Condition and concession adjuncts

Condition and concession adjuncts function to hedge the proposition. The Narratives use more conditionals (2.9%) (Table 7.9), but there are significant percentages of concession clauses in Editorials (1.6%) and Letters (4.4%).

Table 7.9: Condition and concession adjuncts as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
condition	2.9 (15)	0.9 (1)	1.9 (3)	0.8 (1)
concession	0.2 (1)	0	4.4 (7)	1.6 (2)

These adjuncts hedge the introduction of points in an argument, by acknowledging the existence of contrary positions. This function can be seen in the extract below from the debate story, where both types of adjuncts are used. The points in the Nkhuku’s list (i) are thematised by conditional adjuncts (a), (b) and concession adjunct (c).

- (i) (a) If, [here at home], a guest comes, the master needs to kill one member of my family, and not you as are there.
- (b) Although the master should kill you, the guest won't say they had killed a member of your family *because of him, no, but myself.*
- (c) If that guest goes back, he *preaches my name all along his way and appreciates he went to somebody because of me.* (D5.12-14)

In this case the adjuncts are used to introduce circumstances exemplifying traditional customs relating to the use of chicken and cattle. The first conditional adjunct theme above (i(a)) is made multiple by a parenthetical place phrase to clarify this condition. The adjuncts show the writer's use of the argumentative logic mentioned in 4.4.1 to present convincing evidence of his position. Similar text purpose, but more complex linguistic use, is seen in the concession adjuncts in Letters and Editorials. In the examples from a Letter (i) and Editorial (ii) below, the writer contrasts his own viewpoint with another perspective.

- (ii) While I appreciate that keeping pets like cats and dogs is good and great fun, [I want to point] out that it is *wrong to keep pets in public utilities like restaurants and bars.* (L 18.1)
- (iii) But even after having come this far, a deeper understanding of the magic stuff called fertiliser is needed for both experts and ordinary farmers. (E33.6)

This kind of hedging becomes more complex where multiple theme frames are used. Seen below in (iv), from a debate style Narrative, and (v), from a Letter, the multiple frame consists of two orienting elements to establish the writer's position before the topical (psychological) subject. The second orienting element is bracketed.

- (iv) If you don't know, [now is your chance to know that] there is no one who is more important than I. (D5.4)
- (v) (a) In case he doesn't know, [as fans of either Bata Bullets or Limbe Leaf Wanderers,] we love the team that appeals to us. (L29.2)
- (b) We love its standard of play, where football is concerned. (L29.3)

The aim of the multiple framing in (iv) and (v(a)) is a politeness strategy, to "neutralise" the impact of the force of the statement by making it more polite and less face threatening (Chishimba 1983). The heavy thematisation in (iv) establishes a distance between the writer and the proposition and makes demands on the listener to pay attention to the message by the directness of the address to the opponent (you) and the secondary thematic element (your chance) inserted before the existential "there". It also emphasises the writer's position and focuses attention on the message.

In the Letter example (v(a)), the conditional adjunct is followed by a viewpoint adjunct. The conditional hedges the viewpoint, and justifies the position adopted by the first person plural pronoun "we", to enable the writer to express his opinion. A

second kind of emphasis operates between the two sentences v (a) and (b). Here, the proposition “we love the team that appeals to us” is succeeded by an amplification of the nature of the “love” in the following sentence (b). This kind of emphasis established in pairs of sentences is common in these texts. The first sentence will be heavily thematised to introduce the point to be made. The second of the pair will offer a reinforcement or conclusion of the first. The most rhythmical and finely balanced pair example is from a Letter replying to a complaint on the use of long words in feature writing. The complainant is addressed directly, and the suggestion that the writer read something easier is made by analogy:

- (vi) *If you can't afford flying, you cannot advise an airline company to stop flights. You simply turn to other means of transport – a bus, a taxi, or matola.* (L20.2/3)

The use of analogy in this way appeals to the peer group general world knowledge and provides evidence to strengthen the viewpoint. The pair pattern used for emphasis here, and observed with reference to time adjuncts above (7.5.1), shows the parallelism characteristic of MWE style.

The kinds of multiple framing through viewpoint, condition, concession are means of establishing a position for the speaker, and the value of a point in the argument. They are part of the logical framework since they contribute to the development of the line of reasoning.

Other expressions of subjective position may make more direct demands upon the reader for a response in attitude, or the adoption of a certain opinion. This type of theme is looked at in the following sections, 7.6.1.3 and 7.6.1.4.

7.6.1.3 Modal disjuncts

Modal disjuncts occur in significant numbers in Letters (9.5% (15)), Narratives (4.4%(22)), and there are a few in Editorials (1.6%(2)). Their absence from Reports indicates the lack of textual signalling of opinion. In Narratives they generally consist of elements from characters' speech such as “Yes”, “Thankyou”, “Okay”, and in Editorials they are items like “Obviously” indicating the tone of the statement. In Letters they are widely used as an additional part of the complex theme frame for presentation of an opinion.

Making use of such elements is comparable to negotiating a position, for the opening or closing of an argument, highly typical of techniques of persuasion in oral rhetoric. They lead to a “punch line” or significant “new” information (*italicised*), as these two

examples of Letter closings show. The close in (i) is the end of a complaint against the inequalities between promises and their execution, framed by a modal, a textual element and a time adjunct. The closing sentence of an argument against the judgement of a drama competition (ii) is framed by an initiator, conditional adjunct and personal statement of opinion (bracketed):

- (i) To my surprise, however, when this brother completed his course he came back empty handed. (L13.4)
- (ii) Well, if this kind of judgement passed by judges for reasons best known to themselves continues, [then I must point out that] *the aims of Drama festivals will never be fulfilled* – it will be a failure and many schools will cease taking part. (L30.9)

Modal disjuncts and adverbial adjuncts used in this way are “dynamic ties” (Hartnett 1986). They are optional, but their inclusion can complicate prose unnecessarily and make the writing appear dense or opaque due to the amount of reader processing involved. The second observation to make on example (ii) in particular is that the theme preceding the significant proposition is complemented by a following comment or justification. This is similar to pair pattern in sentences illustrated above in 7.6.1.2. These points will be referred to in detail in discussion of quantity of information and presentation of “new” in the following chapter.

Modal disjuncts obviously appear together with other thematised structures, particularly those using direct means of requiring the reader’s attention by the use of syntactic foregrounding structures, discussed in the following section.

7.6.1.4 Syntactic foreground structures

The writer commands attention of the reader directly by using structures which thematise verbal modality. They include the full imperative, vocative, and interrogative (Table 7.10). They involve themes that expect a response from the reader, and are placed at the didactic end of Smith’s (1986) ranking of linguistic features actualising functional tenor. As seen in Chapter 4.4 the writer puts his case with vehemence and candour.

Table 7.10: Focus in clause mood and modality as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
imperative	2.1 (11)	0	3.8 (6)	0
vocative	0.8 (4)	0	2.5 (4)	0
interrogative (wh/finite)	2.9 (15)	0.9 (1)	3.8 (6)	0
Totals	5.8 (30)	0.9 (1)	10.1 (16)	0

The table shows there are predictably no occurrences in Editorials. Only one question occurs in the Reports, a rhetorical question from an interviewee, mentioned in the discussion of modals (Chapter 6.3). These themes occur most commonly in Narratives (5.8%) and the Letters (10.1%), which are the less formal and more interactive of the texts. Interaction in the Narratives is between the characters, and in the Letters between writer and reader. The percentage occurrence of these features in Narratives is relatively smaller, given that only 3 of the 15 stories are in the debate style discussed in Chapter 4.4.2. The syntactic foreground structures are discussed in turn: (a) imperatives, (b) the vocative, and (c) interrogatives.

(a) Imperatives

The imperatives are typical of invitations, requests, and instructions in the data. The direct imperative as an invitation often occurs at the opening of an argument, as in the debate style Narrative example “Hear me” (D5.3). Others, such as “Remember ...” (S6.42), and “Behold ...” (S13.36), occur in the codas of stories.

The use of the imperative is extended in combination with a modal disjunct to express a request. This type of thematic pattern used at the text opening, serves to claim the floor for permission to present a personal opinion in the form of several propositions.

- (i) *Kindly let me express my utter disappointment in Mr IEK, [who],
[in his letter published in the MN of March 22], invalidly thinks it is
childish writing letters in newspapers concerning sports, mostly at
club level.* (L29.1)

The contrast between the conciliatory request in “Kindly let” and the expression in strong terms of the opinion as “utter disappointment” demonstrates how the politeness strategy is used together with an exaggerated over statement. Such emotive language continues in the suggestion that Mr IEK “invalidly thinks” this, linked with the pejorative adjective “childish”. The aim is to disturb the register and attract the reader’s attention as seen in Chapter 5.

The extension of the polite request occurs in the most common modal disjunct used in Letters, which is “Please”. “Please” is classified by Quirk & Greenbaum (1985) as a subjunct with semi-independent status. As mentioned in Chapter 5.2, it is translated as “Chonde” in Chichewa. It is a powerful marker of speaker’s position, generally used when begging, on the knees, as some school children are still instructed to do when requesting a new exercise book from a teacher. For this reason “please” is not

used in L2 English in everyday requests e.g. in a shop, where “Give me a bag of salt” would be the common usage. This example (ii) from a Letter complaining about bus conductors is by implication very strong.

(ii) *Please stop this conductors!*

(L14.5)

Modal disjuncts are used in this way to hedge the imperative. Similar use in conjunction with the vocative is discussed in the next section.

(b) *The vocative*

The function of the vocative is to seek the attention of the person addressed, but also to show a mark of generally positive attitude of either familiarity, or respect for status. Although a nominal element, the vocative is more like an adverbial in that it is optional, and has freedom of position. It is used in Narrative speech (0.8%), and more widely in Letters (2.5%).

The examples below show how the vocative is used to focus the attention of one listener, or one group, on the topic in combination with other elements in the theme frame. In (i) and (ii), from the debate style Narratives, the vocative is used with an honorific and the modal disjunct “Yes”. In (iii) and (iv), from the Letters, the vocative is used with the strong modal disjunct “Please”.

(i) *You, Mr Hand, you have forgotten one thing.*

(D4.9)

(ii) *He said to the Ng’ombe, “Yes, the Ng’ombe, you have talked much and of course made very important points, but you have forgotten one thing. I myself am of no use as you have already said, but let me also tell you how wonderful and important I am.*

(D5.10/11)

(iii) *Please, restaurant owners, keep cats and dogs out of your business front*

(L18.10)

(iv) *Please, taximen, you have done well in the past – don’t lose that cleanliness now.*

(L11.5)

These are politeness strategies. The Narrative purpose is politely to signal disagreement. The use of the honorific with the vocative respectfully distances the speaker. The opening of the contrasting viewpoint in (ii) with a standard “Yes, you are right, but ...” structure of polite disagreement, and the polite vocative address to the Ng’ombe helps to strengthen the contrast provided by the subject copy theme “I myself” in the following sentence. The Letter purpose is to beg to the extent of combining “Please” with vocative and imperative in example (iii). Three of these examples ((i), (ii) & (iv)) repeat or rephrase the subject after the vocative for emphasis.

The use of the vocatives in these examples together with other elements shows one of the MWE rhetorical strategies for convincing the audience of their point of view in the debate style Narratives and Letters. These two text types are the least formal and most interactive.

(c) Interrogatives

Thematized questions generally occur at the close of a text, or text section. They are among the MWE techniques of persuasion used in the debate style Narratives (2.9%) and the Letters (3.8%). As seen in discussion of rhetorical questions with modals in Chapter 6.3.1.4, they require the reader to draw a conclusion from the points made in the argument.

The questions themselves are generally very direct, but are frequently modified by pre-ideational modal or textual elements. These examples are closures of Narrative and Letters.

- (i) Then who are you to me after all? (D5.8)
- (ii) Then where is your goodness? (D5.24)
- (iii) Surely Blantyre is not in heaven or is it? (L29.7)
- (iv) Just what is happening? When was this promise erased? (L13.5/6)

The fact that there are two consecutive questions to close the Letter in (iv) shows the importance the writer attaches to the use of questions to evoke a response from the reader.

The discussion in this section has shown how clause mood and modality are used to foreground the theme in order to signal the writer's position on points presented at a particular stage in the text. They are thus part of the logical frameworks. In their demand for a response from the reader they show some of the persuasive techniques of MWE, which are closely related to politeness norms. Such use of syntax for early placing of focus in writing gives the effect of forcefulness or a declamatory style (Taglicht 1984). They show how the MWE often like to use a combination of elements in theme frame. These features are indicative of the interactive and informal characteristics of debate style Narratives and Letters, where the text purpose is to convince the reader of a point of view.

Apart from hedging the position, or demanding a response, the other most common thematic selection to express the writer's position appears in the thematized first and second person pronouns.

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7.6.1.5 First and second person pronouns

The directness of a request for action through a question is complemented by the direct expression of the writer's position when first or second person pronoun is theme (Table 7.11). Although they are strictly speaking participants, these themes are often used to express the writer's own position, and as such are considered under subjective frameworks.

Table 7.11: First and second person pronouns as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
1st /2nd pronouns	7.2 (37)	0	19.0 (30)	12.8 (16)

These themes occur in dialogue in Narratives (7.2%). The need to express personal or corporate opinion as part of the argumentative purpose accounts for the high number of 1st/2nd person pronouns in Letters (19.0%) and Editorials (12.8%). The Letters use "I", and "we" when appealing to the peer group. The Editorials use "we" to express the corporate viewpoint of the newspaper.

The writer's perspective is often extended by the inclusion of an evaluative clause. In Letters, examples with "I" introduce evaluative clauses with the verb phrases "wish, think, wonder, know, only hope, strongly urge". Thematisation of "we" is less common, but occurs in examples such as: "We really respect our culture, but I think this is an offside move". (L22.3). Here the writer hedges his personal opinion by referring to common knowledge in the initial sentence clause.

The Editorials use "we" throughout to thematise an evaluative clause with similar verb phrase lexis to the Letters, e.g. "wish, hope, salute, echo, need must point out, would also like to point out".

An alternative structure used to provide more information on the writer's viewpoint in the Letters and Narratives is the inclusion of a referring parenthetical clause or phrase, (examples (i), (ii)). The function is similar to the addition of detail after the simple noun phrase (7.4.1), to indicate the significance of this participant to the text. In Letters, such structures occur at the opening stage, after the question to be addressed has been presented. In the Narrative, the cock is presenting his solution to the problem the characters face. The themes are underlined and parenthetical additions bracketed.

- (i) I, [being a small time playwright and director and producer of many plays], can tell some faults made by actors or actresses on stage. (L30.2)
- (ii) "I [as you leader] have suggested that whenever we are chased by a person we should escape," suggested the cock. (S3.12)

The function of these parenthetical additions is to make the writer's perspective explicit, by identifying, and thereby justifying, his position. Further examples of such structures are given in Appendix 4:3. When early placing of focus occurs in the Editorials, it is the corporate "we" which thematises a clause where the writer presents his perspective on the message. It is used at a text close, where the writer presents his opinion ((iii) and (iv)).

- (iii) *We must point out that, in the past, the government has used many ways of checking unfair practices.* (E32.13)
- (iv) *We are proud of this because clean football is the delight of everyone.* (E38.7)

The tone is very positive. The message is by implication "We as Malawians", with a note of patriotic pride, and the opinions are presented with reference to communal knowledge.

The examples in this section on subjective frameworks show that the MWE feels the need to establish his position clearly. In this respect, both the indirectness of the politeness strategies and the directness of the syntactic structures which claim reader attention by placing early focus in the sentence are crucial to the development of the line of reasoning. However, within the text types, there is a contrast in the different linguistic selections for the expression of writer's position in debate. This contrast can be seen in two extracts from an Editorial and a debate style Narrative given below.

Generally, the greater formality of the Editorials means the writer is more distant, and it is unnecessary to address the reader to claim the right to present an opinion. This can be seen from the structure of this extract (v), where a point is clearly signalled in (a), a strong prediction is made in (b), and in (c) the conclusion is thematised by the corporate "we", to indicate its significance to the nation as a whole.

- (v) (a) *The other point is that ordinary farmers have generally acquired remarkable experience and knowledge in the use of fertilisers.*
- (b) *They are bound to be disgusted by so-called experts who cannot go beyond A,B,C!*
- (c) *We, therefore, urge participants to take this course seriously, particularly in the light of the fact that the nation's growing population of up to 7.9 million people increases the demand for more food quality and quantity from any plot of land.* (E33.9/10/11)

An extract with a similar argumentative function from the Narrative debate shows a similarity of repertoire for marking points, but whereas the Editorial can take the role of corporate "we", the Nkhuku has to make use of a question to present the conclusion:

- (vi) (a) The other very important thing is that I am *not troublesome*.
 (b) I don't need anyone to look after me all my life.
 (c) I go all over the place alone.
 (d) When the sun sets, I remember to come back home.
 (e) But you, yourself, you can't go away alone unless there should be *someone after you* which is *very shameful*.
 (f) Then where is your goodness? (D5.19-24)

Both these examples show how the repertoire of the themes used in subjective frameworks contributes to the logical frameworks by marking the closing of text sections. The opening of these two examples also demonstrates the use of a more objective marking of points of textual significance. Both writers use “The other point” as their discourse signal, which moves the discussion more specifically to themes concerned with signalling the writer’s line of reasoning in the logical frameworks.

7.6.2 Logical frameworks

As has been seen, the opening and closing of a text stage may be signalled by themes from participant and circumstantial frameworks, and the themes in subjective frameworks are particularly relevant to the presentation of an opinion. This section looks at themes which are selected with the specific purpose of signalling text structure, particularly the development of the line of reasoning. They include existential “there”, anticipatory “it”, “wh” clefts, demonstratives, and textual conjuncts. They are relatively few in number and show patterns of preference within their distribution. Variation across text type is not related to text purpose so much as to level of formality. There are similarities in the linguistic selections used to draw together points in a text, and construct causative text relations.

7.6.2.1 Syntactic marking of “new”

The themes included in this section are in text signals used to introduce “new”. By using existential “there”, anticipatory “it”, and “wh” clefts the writer is signalling that the information is relatively important. Thematic frequencies of these structures for syntactic marking of “new” are low in this data (Table 7.12).

Table 7.12: Syntactic marking of “new” as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
existential “there”	1.7 (9)	0	1.3 (2)	0
anticipatory “it”	0.6 (3)	1.8 (2)	1.3 (2)	4.0 (5)
“wh” cleft	0.2 (1)	0	0.6 (1)	0.8 (1)
Totals	2.5 (13)	1.8 (2)	3.2 (5)	4.8 (6)

Marking of “new” with existential “there” is used primarily in the Narratives, (1.7%) e.g. “There were many important men who were willing to marry his daughter” (S10.10) and in the typical Narrative opening, “Once upon a time there was an old elephant.” (K1.1).

When a “wh” cleft is used to mark “new” information syntactically in the News texts, it is often thematised with other types of framing elements in a multiple theme complex. The exemplifications of this are from an Editorial on open heart surgery (i), and a Letter (ii). The Editorial example also contains an “it” cleft. Both structures are used to introduce significant points.

- (i) What is important is the fact that it is a *Malawian Doctor, assisted by several other Malawian medical staff, who carried out this delicate operation.* (E39.3)
- (ii) His other worry of what people in other countries will say is yet another unnecessary type of worry, for Malawi News is our newspaper and we form it! (L29.8)

Example (i) shows a multiple theme frame, where the “wh” cleft, a noun phrase, and the “it” cleft structure introduce the Malawian doctor, with additional information provided in a non-restrictive clause. The complex noun phrase in (ii) is basically a “wh” cleft construction, but with a nominal introduction to it: “His other worry”. The examples show that these syntactic signals of focus occur, but often in combination with other framing structures, and not in thematic position.

More commonly, anticipatory “it” occurs to thematise an evaluative phrase or clause to frame the introduction of a point. It appears to be the method of formal presentation of opinion. The directness of the evaluation varies across texts. The highest frequency (4.7%) is in the Editorials, where these structures often evaluate a proposition in terms of the general knowledge presented in the relative clause as seen in examples (iii), (iv).

- (iii) It is no secret that *farmers have sometimes been hit by the non-availability of fertilisers.* (E33.13)
- (iv) It is unfortunate that *despite such thorough guidance, some businessmen – and here we mean both small and big businessmen – continue to impose excessive prices on their goods and services!* (E32.8)

The evaluative clauses in the examples from Letters (v) and Narratives (vi) are more direct in tone:

- (v) It was wrong for Mr S to compare drama with other disciplines like sports. (L9.4)
- (vi) It is because of that porridge which burnt their membranes. (S12.48)

These texts are less formal than the Editorials and this seems to account for the greater directness. The Narrative example (vi) occurs at the end of a story and illustrates a frequent use of anticipatory “it” to present an evaluation to justify the coda or conclusion. The conclusion is made the more definite in this example by the use of the demonstrative to refer to the porridge. It seems that, having established an acceptable position in relation to the reader through hedging strategies in subjective frameworks, the MWE may be direct in offering an opinion.

The discussion of this group of themes has shown that the most common usage is that of anticipatory “it”, to signal that the writer is drawing a conclusion in an evaluative clause. This function is supplemented by the use of demonstrative, as shown in the next section.

7.6.2.2 Demonstratives

Apart from their obvious cohesive function in maintaining reference, the main function of the demonstrative pronouns in theme is as text structural signals. There are greater percentages of demonstratives in the Reports (8.9%) and Editorials (12.0%) than other text types, suggesting that this is a strategy of a professional writer (see Table 7.13). But the occurrences of demonstratives in Narratives and Letters show they are also a feature of general usage for the writer of more average proficiency.

Table 7.13: Demonstrative themes as percentage of occurrence in each text type.

	Narrative	Report	Letter	Editorial
demonstrative	4.1 (21)	8.9 (10)	5.7 (9)	12.0 (15)

The demonstrative occurs widely in thematic position as a text signalling theme. The use of “that” or “this” provides anaphoric text reference to the whole event from which significance is to be extrapolated. Closures of text sections thematised in this way are found in all text types, as shown here.

- (i) This is why chickens run when we chase them. (S3.15)
- (ii) This means instead of planting new trees, we will go back to replace the stolen or damaged seedlings. (R 46.7)
- (iii) That is why it is always a pleasure to see our chosen team play. (L29.4)
- (iv) This is why we can look back and say, in more than one way, what a great time we have had. (E38.11)

Such specific discourse signals of conclusions occur in Narratives (8), and the News database (5). Variations such as the demonstrative thematisation of an evaluative

phrase “This is sad” occurs several times in Editorials (E33.14, 34.11) and Letters (L19.3).

The examples show that one common pattern for the demonstrative theme is to provide a conclusion. A less common one is to provide a reason. An example of “It is because” was cited above (7.6.2.1). The example from an Editorial below shows how “This is because” thematises evidence in support of the writer’s statements, as part of the line of reasoning. In this Editorial example it occurs in the evaluation of a proposal as to how the workshop discussions can be of value to the nation.

- (v) Response 1 (a) *The workshop is likely to provide much food for thought for the course participants.*
- Eval of Resp (b) *This is so because there is much to reflect upon – given the fact that fertilisers have been the key to the agricultural transformation Malawi has undergone, Justification [to the extent of] chalking up the feat of being self-sufficient in food for many years.* (E33.4/5)

The MWE justifies the evaluation by citing Malawi’s achievement expressed in the formulaic phrase “chalking up the feat”.

This may be linked to the fact that the conjunctive clause “This is because” is a direct translation of a common co-ordinating structure in Bantu languages: Chichewa = “chifukwa”, Swahili = “kwa hivyo”. In less proficient usage it often mis-translates into structures such as “He worked hard, because of this, he was made a prefect” (Grant 1987:208). “This is because” occurs in theme in Editorial 34.5 for a similar purpose. In other texts the conjunct phrase occurs in the secondary themes within sentences. It is significant to the sequencing of given/new relations and will be discussed in more detail in Chapter 8.

This section on demonstratives has shown that the MWE uses the demonstrative as a text signal of a conclusion or evaluation. The conjunctive phrase “This is because” is also used as a strong causal signal, led by the rhetorical requirement to justify the statement. The last group for consideration in logical frameworks are the fixed and variable textual elements.

7.6.2.3 Fixed and variable textual conjuncts

The use of fixed textual conjuncts used in sentence initial position throughout the data is limited to “And”, “But”, “So”, with none in Reports. Their absence from Reports suggests a lack of overt signalling of text relations, contrasting with their

frequency in Letters and Editorials (Table 7.14). The limited range suggests a general lack of dependence on them.

Table 7.14: Fixed and variable textual conjuncts as percentage of themes in each text type.

	Narrative	Report	Letter	Editorial
fixed elements: co-ord, conj, initiators	1.6 (8)	0	5.1 (8)	4.0 (5)
variable textual conjuncts	2.7 (14)	0.9 (1)	6.3 (10)	2.4 (3)
<i>Totals</i>	<i>4.3 (22)</i>	<i>0.9 (1)</i>	<i>11.4 (18)</i>	<i>6.4 (8)</i>

The variable textual conjuncts correlate in some measure with proficiency/formality. The Narratives (2.7%) use “Thus”, “Then”, “Consequently”. The Reports use “Meanwhile”. The Letters have the greatest frequency (6.3%) and use the largest range, including “In fact”, “Lastly”, “Instead”, “In contrast”. The Editorials use fewer conjuncts (2.4%) and they are of limited range, for example, “However”, “Further”.

The limitations in the operation of these theme types can be exemplified in the use of “Thus” in the resolution and coda of the “goal” Narrative sample (i). The intention in this extract is to summarise the story and offer evidence in support of the conclusion drawn in the moral. Here, the repetition of the same textual marker confuses the distinction between story resolution in (a) and coda/evaluation in (d).

- (i) Resolution (a) Thus the data of killing the Lion was fulfilled by Kalulu the Hare.
- (b) All the animals thanked Kalulu and enjoyed themselves
- Interpretation (c) This story teaches us that we should *never attempt being proud of your post, or else you might misuse it.*
- Coda/Eval (d) Thus Mkango, because he was a leader, he did whatever he wanted, [and his solution] has been explained above. (K9.21-24)

The writer recognises the word “Thus” as a strong indicator of cataphoric sentence/clause reference. However, the restrictions of linguistic repertoire may offer no alternative form.

This discussion of subjective and logical frameworks shows the writer’s position is established in a range of ways according to text type. These can be summarised in three examples. The Narratives make use of general truth and custom, with hedges. The Letter viewpoint is hedged and appeals to peer group opinion, and the Editorial viewpoint calls on public general knowledge to support the corporate view of Government opinion.

- (ii) Narrative: "Generally speaking, I am very essential on the world as a whole," said the Nkhuku.
- (iii) Report: In case he doesn't know, [as fans of either BB or LLW] we love the team that appeals to us.
- (v) Editorial: It is no secret that farmers have *sometimes been hit by the non-availability of fertilisers.*

These examples follow a sequence through the text types. The Narrative is indirect, the Letter more assertive, and the Editorial most confident. The Editor as a professional writer in a national paper has the most senior status.

This shows that in the subjective frameworks, the position of the writer in the MWE text is established by cultural norms of presentation dependent on text type. The Narratives and Letters use the imperative, vocative, and rhetorical question. The most interactive texts, the Letters, tend to make the greatest use of multiple theme frames, showing the writer requires more than one thematic element to hedge his position. The Editorial writer makes a more formal and direct assertion of opinion and presentation of suggestions through the corporate "we". These theme types contribute to the logical frameworks, together with pre-ideational textual elements, evaluative clauses, and discourse signalling clauses with demonstratives. The most common textual signal in the logical frameworks is anticipatory "it" for opinion, and demonstrative for a conclusion drawn from evidence as to why something occurred, or evidence to support the point of the argument.

7.7 Summary and discussion

This chapter addressed the view that MWE selections for themes would show the writer's perspective on what the reader requires for processing the message. The analysis of sentence themes within the 3 frameworks identified the range of theme types and their relation to text type. It showed how the themes structure the texts, and the provide thematic signals of the writer's personal and functional tenor, from which comments on cultural and L2 norms can be made. The frequencies of these theme types distinguish between text type, as do specific linguistic selections. This section will summarise thematic patterns for text types and discuss conclusions that can be drawn.

The Report writer's primary concern is with facts presented in participant themes, and the writer takes an objective position by presenting this through sources reported in third person, or referred to through a viewpoint adjunct. This supports the neutral writer's position provided by the passive voice, discussed in Chapter 6.4. Additional information is often included in post thematic position to underline the significance

of the participant to the newsworthiness of the piece. Some use is made of circumstantial adjuncts for contextualising purposes. The use of the complex noun phrase in theme is an indicator of formality which the Report shares with the Editorial.

The “goal” Narratives make primary use of participant themes to present characters, time adjuncts to signal the next event, and text reference to point the moral. The themes are relatively simple, with embroidery such as honorifics, and pair patterns in time themes. The writer sometimes includes additional information in post thematic position to justify the perspective of the character on action he takes.

The common persuasive purpose means there are greater similarities between the debate style Narratives, Letters and Editorials. The debate style Narratives have more complex theme frames since the nature of the debate is dialogic and the characters need to persuade each other of their view. They share with Letters the manner of evoking a response from the audience, i.e. the use of imperative, vocatives and questions to claim attention and present conclusions. Compared with Narratives, the more sophisticated forms of thematic embroidery in the Letters means that they contain more complex hedges, including modal disjuncts in a multiple theme frame.

Similarities between Letters and Editorials rest in their common use of 1st person themes, concession adjuncts, and viewpoint adjuncts. These features distinguish them from the Narratives which use conditional, rather than concession and viewpoint adjuncts to structure the argument. Both Letters and Editorials have examples of additional information on writer’s perspective in post thematic position. The differences between Letters and Editorials lie in the greater formality of the Editorial and the status of the Editor, which means there is less need for hedges, and the use of the corporate “we” has greater significance than the appeal to the peer group in “we” in the Letters.

The similarity of persuasive goal in Letters and Editorials would seem to account for the same preference for multiple themes, but senior Editorial status means presentation of opinion is thematised by an evaluative clause, rather than neutralised by concession adjunct. The common logical relation is “this is because” due to the rhetorical requirement to provide evidence to justify a statement.

There are three common threads running through the thematic selections. The first is that many of the themes are multiple frames suggesting that the writer needs more than one element to give his perspective on the message. The discussion of subjective

frameworks made it clear that there are specific hedging strategies which the writer observes in order to present a point in a satisfactory manner. However, it is also clear that information may be added in post thematic position which may appeal to communal knowledge, provide specification of an aspect of the referent, or a justification for the perspective. This leads to a notion of thematic explicitness which extends the view of grammatical explicitness, achieved through postmodification of the noun phrase, discussed in Chapter 6.2.

The second is that the element of linguistic display seen in lexical focusing strategies in Chapter 5 is continued here in the use of the declamatory style created by early placing of focus in theme. The questions, vocatives, and imperatives aim to have an effect on the reader. It seems that having observed politeness strategies by hedging, and presenting a point by drawing on communal knowledge, it is quite acceptable to present an opinion in a direct manner. This supports the observations on the use of assertive modals in Chapter 6.

The third common thread is that the demonstrative themes are often used by the MWE to introduce an interpretation of the message for the reader, establishing its relevance. Consistencies in these characteristics across text types suggest these are the cultural norms for text purpose and politeness strategies within which the writer believes that his presentation is valid. This suggests that the style of usage is not just a “decorative device” (Sey 1973:123), but that it is a culturally driven linguistic display.

Having seen the complexity of some of the initial and post initial themes put together to frame the “new” information we may hypothesise that for the MWE the beginning of the sentence is more important than the ending. Such features affect the flow of information through the text. The next chapter will deal with questions arising, regarding the presentation of “new” information, its relation with “given”, and the type and quantity of supporting information provided.

Chapter 8

Patterns of Presentation of “New” Information: Sequence and Detail

8.1 Introduction

The analysis of the particular framing functions of themes in Chapter 7 revealed the writers have preference for heavy thematisation to the extent that the beginning of the sentence seems more important than the end. The inclusion of interpersonal, textual and ideational detail in the theme frame means the writer feels it is important to support his position in relation to the audience and the message. While this may be a primarily stylistic device, the position of presentation of “new” information in the sentence and the quantity of repeated “given” information affects the flow of information and the development of propositions through the text.

This chapter will examine the implications of these observations on theme by turning attention to patterns of sequence in the presentation of “new” in the text, and its relation to background “given”. The analysis will address the two expectations presented in Chapter 3 regarding MWE norms of intentionality and informativity. Firstly that what is presented as newsworthy will be in line with the perceived goals of the text (Fries 1983), and the MWE norms of intentionality. Secondly, that there will be consistency in the style of delivery of information based on MWE norms of informativity regarding notions of predictability, and redundancy. The basic premise regarding text comprehension established in Chapter 3 is that it is built on “argument repetition by reinstatement and inference building” (van Dijk & Kintsch 1983). In this process, what is chosen to be repeated represents a constant against which to interpret what has changed or is “new” (Hoey 1991). In the same way that themes show what has “speaker” prominence, presentation of “new” shows what has “hearer prominence”. The questions to address are: What are the MWE patterns for the presentation of “new”? In what sequence is “new” information related to “given”? How much supporting information is presented? What kinds of recurrence of information are there? Hence what kind of inferences is the reader required to make?

The “given/new” contract (Clark & Haviland 1977) forms the basis on which norms of informativity are developed. The quantity and type of information included as “given” will be related to what the MWE regards as predictable, what is needed for emphasis, and what is needed for the establishment of explicitness and specificity. In this sense recurrence of items may be “motivated” or “trivial” (de Beaugrande 1985), depending on how they contribute to discourse purposes (norms of intentionality) and norms of informativity.

The maxims in Grice's (1975) co-operative principle: to be brief, avoid ambiguity, avoid obscurity of expression, are presented as criteria for successful communication. Chishimba (1983:250) suggests that the necessary criteria for successful communication for Africans are shaped by their own cultural and linguistic norms.

“... for Africans necessity extends to ambiguity and circularity. Quantity and relevance are also flouted since the use of loquacity, ambiguity, redundancy, obscurity are markers of socially relevant criteria” ... (like)... “wisdom, age, sex, knowledgability”

As previously suggested, these characteristics of the African mind set are founded in both the “speech manners” of the oral tradition and a general traditional view of social order. As seen in Chapters 5 and 6 the MWE makes use of both lexical and grammatical explicitness to make the message clear. The quantity of information provided in oral rhetoric is copious, and often redundant, achieving text aims cumulatively.

This means comprehension processes may be supported by formal repetition, referential repetition or conceptual repetition. These are different modes of creating clarity. In the oral mode repetition is used by the speaker as an aide memoire, and to keep the listener on track (Ong 1982). Apart from the creation of basic textual cohesion, repetition may support the credibility of the proposition by reference to communal knowledge, or some other source of evidence, e.g. a news source. It may be recycled information as a vehicle for the addition of detail.

The redundant style in the oral tradition is thus a method of creating salience for the message. The analysis aims to show that the MWE writing style at sentence and text level, makes use of the “motivated recurrence” of information by its inclusion for proposition reinstatement for inference building, and for emphasis, clarification, or comment.

The first part of this chapter looks at relations between “given” and “new” and exemplifies MWE presentation of “new” in theme and rheme. The second part of the chapter considers the continuity of these “given/new” relations through the text in patterns of thematic progression (Danes 1974). The quantity and type of supporting “given” information is analysed in lexical chains (Hoey 1991). The addition of other supporting detail is discussed in terms of type of information, position in sentence and discourse purpose, to complement the discussion of detail in theme. This analysis of continuity in themes, lexical chains and supporting detail will show the types of referential frameworks established for the management of information and building the text message. Conclusions regarding the MWE conventions of intentionality and informativity can then be drawn.

Apart from examples from the data cited in the course of the discussion, additional examples of (a) sentence patterns for inclusion of supporting detail in rheme, and (b) patterns of lexical chains in other texts are included for reader reference in Appendix 4:5-12.

8.2 MWE patterns of presentation of “new”, and their relations with “given” information

Patterns of “given” and “new” information are part of the structure of the clause or sentence, and combine to produce an internal textual structure.

As described in 3.4.2, “new” means “information being treated by the speaker as “non-recoverable” by the hearer (Halliday & Hasan 1976:69). It may be non-recoverable because it has not previously been mentioned, or because it is contrastive, and therefore unexpected. Prince (1981) suggests that “new” may be further classified as “brand new” or “unused new” (Prince 1981). “Brand new” entities are assumed by the writer not to be known in any way by the reader, whereas “unused new” entities are assumed by the writer to be part of the reader’s background knowledge, although not in his consciousness at the time of utterance. The sub-division of “new” is useful to explain how items from narrative schema, or Malawi world knowledge may be drawn on as “unused new”.

“Given” information is recoverable from some source or other in the environment – the situation, or the preceding text (Halliday & Hasan 1976:326). Textually “given” entities may be “current” or “displaced” (Prince 1981), a factor which will influence frequency of repetition based on the MWE norms of informativity, i.e. what the MWE considers predictable. Other items may be “inferable” in Prince’s terms since they relate to discourse entities already introduced, as in the case of a group of animals predictably containing a lion, a hippo, and Kalulu.

The normal position for the presentation of “new” is in final position of the information unit. In written text this concept of “end focus” means there is a tendency to place “new” at the end of a clause, and the principle of “end weight” means the more complex parts of the sentences are normally reserved for the end (Quirk & Greenbaum 1985:410).

When “new” information does not appear in clause final position, the choice is made for contrastive purposes. In English it is signalled by nuclear stress in spoken language, and structures such as the “it” and “wh” cleft patterns. Patterns available for information focus in different languages vary. Miller (1994) reports on languages

which do not have such structures available (Finnish, Turkish, Hungarian) where participles, and juxtaposition (right movement) are used. Bamgbose (1982:106) suggests that, in African English, sentence structure is used for emphasis, in place of contrastive stress. This has already been seen in the discussion of the lexical repertoire in Chapter 5, where features such as lexical pairs, emotive language, and register disturbance attract reader attention to the salient information in the message. Grammatical explicitness created by post modification of the NP discussed in Chapter 6 has a similar role. As was seen in Chapter 7, the MWE often uses a structure with the front weight of a multiple theme frame, and detail is added to enhance status of the participant, or clarify the perspective of the writer. The discussion below shows that the MWE use a range of patterns in sentences for presentation of “new”, and highlighting salient information. They are given in three sub sections: (i) systems of focus (ii) sequence in the sentence and (iii) sequence across sentences.

8.2.1 *Systems of focus*

The purpose of the focus provided by the selection of a grammatical structure is to indicate what the writer considers is salient information. In English the unmarked structures used for presenting “new” information range from an indefinite noun phrase post modified, to existential “there” (Miller 1994). The most common structures which give contrastive focus in written English are the “it” cleft, and “wh” cleft. As seen in Chapter 7.6.2.1, the MWE use the unmarked presentational structures, but seldom use the contrastive focus structures.

The MWE are more likely to mark the focus on “new” in what Taglicht (1984: 23) calls “marked rhemes”, where the sentence structure provides focus on the “new” in rheme by the position of “new” constituent, or the inclusion of a focal element. The patterns for MWE marked rhemes include two types from Taglicht’s taxonomy, (1) inversion, or end shifted subject, e.g. “Into the room came *a strange man*”, and (2) an interrupting construction where a focal item is inserted before the final constituent (“new”) e.g. “They prefer, I think, *a warm climate*”. The MWE variation on marked rhemes means that the significant “new” has focus reinforced by an additional element in post “new” position. These are identified as 5 types: referential repetition or paraphrase, contrastive co-ordinates, and comments to specify, evaluate, or justify the salient information. The occurrences of the different groups are shown below in Table 8.1, and the patterns are illustrated by examples. For the listing of examples see Appendix 4:5-7.

Table 8.1: Occurrences of “marked rheme” in MWE data.

	Narratives	News texts	Totals
Subject inversion	1	1	2
Interrupting construction	0	5	5
Ref/para repetition	12	4	16
Contrastive co-ordinates	3	0	3
Specificity	0	7	7
Evaluation	5	3	8
Justification	2	8	10

The table shows that the repetition of referent or paraphrase is a style most common in Narratives (12) and that comments to justify (8), or specify (7) are the common patterns in News texts. The evaluation comment often appeals to communal knowledge, and is found in both databases (Narr 5, News 3). Contrastive co-ordinates occur only in Narratives (3), and interrupting constructions only in News texts (5). The subject inversion pattern is in the repertoire of both Narrative and Report writers, but occurs only twice.

The examples of different categories are grouped below. (a) subject inversion, (b) insertion of focal element, (c) repetition of referent or paraphrase, (d) contrastive co-ordinates, (e) specifying comments, (f) evaluations (g) justifying comments.

(a) Inversion of subject

- (i) The following day came *a Hippo* to the king.

(K1.13)

End focus falls on Hippo.

(b) Insertion of focal element

The material inserted before “new” is of different types, but the purpose is the same, to throw emphasis on the final constituent. The inserted phrase or clause is underlined and “new” italicised.

- (i) A breakthrough like this one shows that things are looking up
– and in a big way – *within the Ministry of Health*

(E39.2)

- (ii) The Life President has – as usual – given *credit where it is due*.

(E40.7)

In the examples above the insertion of a focusing element occurs between verb and preposition phrase (i), and parts of verbs (ii). Example (i) is for emphasis. In the other example the detail has interactive purposes, i.e. appealing to general acknowledge about the President (ii).

The purpose of the insertions of focal element in this position can be linked with the oral custom of both Indian and African L2 English users of pausing between definite article and noun in presentation of “new” information, seen in a typical pattern using the “wh” cleft, e.g. “What we have here is the (pause and rising intonation) fulcrum”. Such a pattern is particularly common in a lecture (personal experience).

The other groups include the focal element after the “new”.

(c) *Repetition of referent or paraphrase*

In this group, the emphasis is achieved by repetition of reference, or a paraphrase of the preceding proposition (see Appendix 4:5-6). Nouns, verb phrases, and preposition phrases (underlined) are used to repeat the “new” information (italicised), and underline its significance.

- (i) Who is this chap who says he can *stand against me* Lion, King of the beasts? (K7.17)
- (ii) Kalulu hurriedly turned back to the village and *found that girl, the friend of Hyena* (K13.10)
- (iii) but he *left* all the meat without eating it. (D4.17)
- (iv) It makes me really sick to see that some parents and guardians *leave their children roaming about, without going to school.* (L19.1)

Some repetitions in Narratives and Editorials are unremarkable but paraphrases (ii), (iii), (iv) occur in Narratives and Letters, where the purpose is to restate for clarification, since the writer feels it is significant information. The repetition of reference structure has a similar function to the post modification for grammatical explicitness seen in Chapter 6.2, and the addition of detail in post thematic position to underline importance of participant (see Chapter 7.4).

(d) *Contrastive co-ordinates*

- (i) “Well, if your master needs relish he *always kills us and not you dogs,*” announced Jane with pride. (D6.12)

A few such contrastive co-ordinates occur where the character is making advantageous points in his argument by using comparison (see Appendix 4:6).

(e) *Specifying comment*

- (i) We hope [whichever way this afternoon’s game goes], it will epitomise *the wonderful sportsmanship what has characterised this tournament – that of brothers and sisters bent on winning or losing gracefully.* (E38.12)

=

The writer is making the general reference in “new” specific. The example also includes additional detail in the form of a condition to clarify the writer’s perspective (bracketed), showing the reliance of MWE on the inclusion of such detail in both post theme and post “new” position.

The evaluations in (f) and justifications in (g) appeal to the reader’s knowledge of previous text or communal knowledge of the world for verification. The examples are from all text types bar Letters.

(f) Evaluation

- (i) I myself am of *no use as you have already said* (D5.11)
- (ii) It shows that the efforts the Health Ministry had been making over the past few years of educating the public in the “do’s” and “don’ts” about the deadly disease *have sunk home – as they should* (E37.7)
- (iii) “I think” he started, “ that it is *not polite* for you to marry a slave, *you being a daughter of a chief.*” (K13.13)
- (iv) But you, yourself, you can’t go away alone, unless *there should be someone to look after you which is very shameful* (D5.23)
- (v) for creating *an infrastructure conducive to the promotion of agriculture which was the country’s main source of income* (R4.2)

The evaluations show the kind of assumptions the writer makes about what is predictable to the reader. They show the interactive nature of the texts as the writer draws on the reader’s framework of communal knowledge in order to interpret the relevance of his propositions for the reader.

(g) Justification

- (i) aiming to catch *his foe as he thought* (K9.19)
- (ii) Mr Hand was *quiet waiting* for what Mr hand would do. (D4.6)
- (iii) they make *the client feel unwelcome – either because of their frowning faces, or because of the rude way in which they talk to the client.* (E34.6)
- (iv) Real sportsmen enjoy and indeed cherish the *very chance of meeting and sharing ideas, especially in a fairly long drawn competition like this one.* (E36.4)
- (v) From time to time these tests *unveil break throughs or setbacks that need looking at afresh – or else the stereotype expert may be caught on the wrong foot.* (E33.8)

The justifications move the status of the “new” information from being general in nature, to being specific. They are clarifying the message by providing reasons for the information presented as “new”.

The examples in this section show how the MWE provides focus on “new” through various sentence structure patterns. The writers use additional detail in an interrupting construction before “new”, or an additional element after “new” for focal purposes. This type of reinforcement is not informationally obligatory, but marks significance by using more words to highlight the “new” information and make it more explicit. It allows the writer to present his viewpoint on the “new” or show how it relates to the reader’s world knowledge for verification. It gives end weight to the sentences, but end focus becomes very broad where “new” is supported by the additional element.

8.2.2 *Sequence in the sentence*

The conventions of end focus and end weight are affected by the clause status selected for the most salient information, and the sequence of clauses within sentences (Leech & Short 1981). This section will consider how the MWE sentence structures follow the notions of sequence and salience within the sentence. The writer makes clause selections according to three sequencing principles signalling writer’s point of view (Leech & Short 1981:236), described as: the chronological sequence, which will mimic real time, the presentational sequence, which will follow reader based considerations, favouring a sequence the writer considers the reader needs to process the text, and the psychological sequence, which will follow the principle of “first is most important” to the writer. The first two sequences are discussed in this section. The psychological sequence occurs in patterns across sentences discussed in the next section (8.2.3)

From the data, the chronological sequence is shown in this narrative example. The most significant “new” is underlined.

- (i) One day *a lion went* to the river and *met* the king and *said*, “Mr Elephant,
I would like to marry your daughter Beauty.” (K1.6)

This also coincides with reader based considerations for processing since the anticipatory actions build the expectations for the final action when the Lion makes his request to the King. The sentence is part of the orientation to the goal of the narrative. The sentence thus has both end focus and end weight.

Where the narrative action is in process, and the most important “new” occurs in the initial main clause, reader based considerations determine the use of end weight, i.e. the less important pieces of “new” information occur at the end of the sentence.

- (ii) Kalulu ran as fast as he could with his *bows and arrows* down to the *river* where he thought there was *a ford*. (K9.15)

Such a sequence of preposition phrases and a subordinate clause placed after the significant “new” (ran) in the initial clause shows how the action was carried out. This pattern will occur in action based sections of the text. These types of end weight structures are more common in the Narratives than the News texts, but can lead to extremely long sentences, e.g. Appendix 1:15–Story 14.35.

The more dramatic, “reader” oriented, presentational sequence is the periodic structure, where the most important “new” is placed in final position in the sequence. The periodic sentence structure combines the principle of climax with the principle of subordination (Leech & Short 1981:226). In the example below, the preceding subordinate clauses have an anticipatory function as the reader stores up the information as circumstantial to the processing of the final, most significant “new” (underlined).

- (iii) To my *surprise*, however, when this brother *completed his course*, he came back empty handed. (L13.4)

The sentence has front weight, which suits the MWE preference for heavy thematisation. However, problems arise under the influence of the preference for front weighting, together with the desire to rehearse “given” information, as is the case with theme in this sentence.

- (iv) When institutions and individuals all over the country start reviewing social attitudes and adopting safe ways of avoiding aids, then things are looking up. (E37.6)

A great suspense is built up and the promises of important information are not fulfilled, since the predicate is a comment on the “given” information. The function of this sentence is to justify the foregoing points in the text, and shows how the MWE relies on repetition of “given” to make such a comment.

The MWE variation on the dramatic structure of the periodic sentence with most important “new” in final position is to use the principle of climax, but to modify the principle of subordination. Rather than a series of syntactically subordinate structures, there is a series of informationally subordinate structures carrying “given” information before the important “new”. They are presented in concatenated structures, with both co-ordination and sub-ordination ((v), (vi), (vii)). Their purpose is to remind the reader of the “given” information before the clause containing the most significant “new” is presented, as seen in example (iv) above. In the last two

examples below the MWE finds it necessary to insert detail for clarification and emphasis (bracketed in (vi), and (vii)). “New” is italicised and most important “new” is underlined.

- (v) He said to the Ng’ombe, “Yes, the Ng’ombe, you have *talked much* and of course made *very important points*, but you have forgotten one thing. (D5.10)
- (vi) The Hon Mr C was answering *a question from the member for Dedza East, Mr J.S.M.C.*, who asked *what steps the Minister for Education and Culture was taking to improve those primary schools which, (since they were established), did not send any single student to any secondary school*. (R5.2)
- (vii) During the group’s tour of the country, it will, (apart from staging *normal public shows*), also perform for some charities, among whom will be the Lions Club of the Capital City (R43.2)

The first three clauses in example (v), from a Narrative, have a framing function for the proposition which is similar to the thematic use of circumstances and conditions as part of the hedging strategy, discussed in Chapter 7. In the News text examples there is similar anticipatory information. The final “new” is preceded by an interrupting construction and carried in a defining relative clause modifying general reference: “those primary schools”, “some charities”. Example (vi) is a text closing sentence, and the focus on “new” is further enhanced by the repeated lexical selection of “any”.

The examples show how the front weighting of the sentence is used in combination with focus on the final “new”. The MWE is aware of the implications of sequence in the presentation of “new”, but the inclination to add detail makes for complex structures, especially in the News texts. This can help account for the fact that the Narrative sentences tend to be shorter (average 14 words) compared to the News text examples (average 22 words).

8.2.3 Sequence across sentences

As mentioned above, where “new” information does not occur in the normal end position, an alternative position will be for contrastive purposes (Halliday 1967). As seen in section 8.2.1 the MWE highlight significant information in rheme by end shifted subject, partition of “new” from the rest of the rheme by insertion of a focal element, or by using a post “new” additional element. To select theme position for “new” in a text opening sentence is expected, and is supported by a preceding title or succeeding contextualising information. However, within groups of related sentences, the MWE sometimes uses a psychological sequencing principle in the sentence structure, and presents the “new” in theme. This occurs when the writer

makes a statement, and this is followed by sentences containing justifications for the statement. In such groups, the statement sentence has “new” in rheme, but the writer presents “new” in theme in the subsequent sentences because he perceives it as the most relevant information to what he has just written in the first. This is shown in a sequence of three sentences from a final year secondary student’s writing about his ambition. “Given” information is underlined and “new” is italicised.

- (i) (1) In the family I will have *ten children*.
- (2) *The wealth of a person in our custom* depends on the number of children.
- (3) *Parents at home will be very happy* to see me coming with these children.

The “new” in the rheme in the first sentence, is followed by “new” in initial position in the following two sentences. The “given” information is repeated in sentence final position. The statement in (1) is justified in sentences 2 and 3, which provide evidence. Since the “new” information in 2 and 3 is not part of the activated knowledge pool of lexis in the first sentence the reader must make inferential links from the superordinate “family”, to “person in our custom”, and “parents at home”. The status of the “new” in the second two sentences is thus “unused” as opposed to “brand new”, in the sense that the reader’s background knowledge is invoked. The cohesion provided by lexis is more significant than thematic cohesion since the repetition of the “given” information in the lexical item “children” is a constant against which to process the new items “wealth” and “happy”.

The pattern is replicated in these examples of pairs of sentences from a Letter and a Narrative, where the “new” is in theme in the second sentence. The “new” is italicised and the “given” in the second sentence is underlined.

- (i) It makes me really sick to see that *some parents and guardians leave their children roaming about, without going to school* (L19.1)
In villages and some rural areas, school “dodgers” are a common sight. (L19.2)
- (ii) *Anyone who is willing to marry my daughter should tell a story which will last one week.* (S10.15)
If you want to marry my daughter come to my house and tell me the story which will last one week. (S10.16)

Both examples show how the link between the two sentences in the mind of the writer is in the information he wants to present on his topic, so that the “unused new” information appears in theme position. The second example from the Narrative also illustrates that current “given” information is little reduced on second mention. In the first sentence, the general reference of both “anyone” and “story” is made specific by a relative clause, which is repeated in essence in the second. The variation between

the two sentences lies in “you” for “anyone”, and “the story” for “a story”. This means there is a large amount of repeated “given” information and a small amount of “new” information in the second sentence.

The examples show two important features of the MWE sequences of given/new relations: the proposition sequences of the statement/justification type which are common in the data, and the use of repeated “given” to support the processing of “new”. As mentioned in 2.3.2, such statement/justification patterns are part of the norms governing rules and uses of evidence and inference in what Albert (1972) calls “logic” in the code of speech manners. Throughout the data there are similar patterns where a declaration in the first sentence is supported by evidence in the following sentences with the “unused new” information placed in thematic position. This kind of referential inclusion is often assumed by the writer, who gives the reader the processing support of repeated “given” in the rheme. What is important to the writer is thematised, and cohesion is provided by the repeated “given” information. This implicitness relies on the reader inferring the proposition relations.

The implicitness in propositional relations is compensated for by presenting information in a cumulative style, as the reader has a strong framework of repeated information against which to process the new. The pattern of repeated “given” is significant to the discussion of referential frameworks in all text types. The relations of “given” to “new” in theme will have inevitable implications for the cohesive operation of lexis, and the syntactic guideline to “Substitute and omit wherever you can except where this leads to ambiguity” (Quirk & Greenbaum 1985:162). The satisfactory operation of the given/new contract depends on the establishment of a spreading framework of activated knowledge. Ambiguity makes extra demands on processing and requires activation of further knowledge, as does over explicitness (Clark & Haviland 1977). The MWE wish to avoid ambiguity in both topical theme and “new”, and supporting information may be added for stylistic purposes as seen above. Such recurrences of “given” have to be regarded as “motivated” rather than “trivial”, as they are part of the MWE system of establishing of the salience of the message.

This section on patterns of presentation of “new” makes the case for the MWE awareness of how to create rhetorical impact through the use of sentence structure, but shows that the habit of including supporting information can disturb these structures, particularly in the News texts. This view is supported by Sey’s observation on the use of English as a prestige language.

“Where English is a trade language, the prime consideration is intelligibility, with few pretensions to style. Where English is a prestige language, the preoccupation with intelligibility is often coupled with style viewed as a device, rather than as an aid to effective expression ...” (Sey 1973:123)

The relation of rhetoric to intelligibility depends on who is processing the material. The intra-national audience of these texts presumably share the norms of intentionality and informativity displayed in the examples in this chapter. The addition of supporting information of whatever kind provides emphasis and clarification. Salient information is highlighted and made specific for the reader. It seems to have the overall discourse purpose of making the writer’s message more precise in meaning.

How these patterns of “given” and “new” in theme and rheme establish continuity through the text is discussed in the following sections on thematic progression patterns, lexical chains and supporting detail in the different text types.

8.3 Patterns of thematic progression

Patterns of thematic progression show how the sequence relations of given/new information in theme and rheme operate through the text. The three main patterns of thematic development described by Danes (1974) are simple linear, constant, and hypertheme theme with derived theme (see Figure 8.1). In Danes’s terms, the “new” is normally found in the rheme defined as the part of the sentence that does the most to advance the process of communication, and which adds the largest amount of extra meaning to what has already been communicated.

As will be seen from the examples below, predictability is built on expectations of patterns of this type. Simple linear thematic progression is characterised by a sequence of sentences in which each theme is derived from the rheme of the preceding one. Continuous or constant thematic progression is characterised by repeated theme through a sequence of sentences. The hypertheme and derived theme pattern is characterised by one primary theme being a superordinate, and the derived themes being semantically linked.

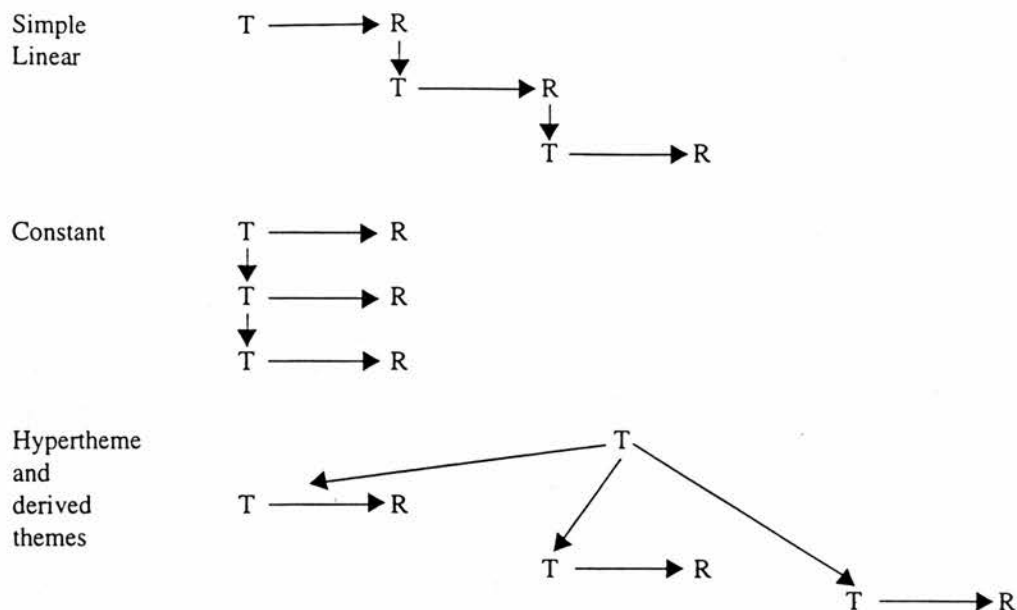


Figure 8.1: Patterns of thematic progression (Danes 1974:118-119).

These patterns will be discussed in turn, exemplified in texts from the data. The sequence patterns for given/new relations will show how “given” information is established and repeated through the text as a setting for “new” information. As seen in the previous section, where “new” occurs in theme within a sequence of sentences, it is followed by repeated “given”. Points regarding the cohesive role of theme will therefore be supported by discussion of lexical chain patterns, which combine with themes to create referential frameworks, and will identify the kind of frameworks into which “new” and supporting detail are slotted. Such referential frameworks will show how the MWE presentations of “unused new” in theme have processing support provided by “given” in post “new” position.

We will start by looking at the simple linear and constant theme patterns illustrated most simply in a Narrative text. This is followed by discussion of lexical chains in the same Narrative. The hypertheme pattern is illustrated from the News texts, where a pool of “new” referents is established in the first two sentences of the “lead” from which a referent may be taken as theme in subsequent sections. This is followed by a discussion of how these patterns relate to lexical chains in News texts.

8.3.1 Simple linear and constant thematic progression in narratives

The MWE Narratives use simple linear thematic progression in the orientation section, and in the transition between episodes. The constant progression pattern occurs within episodes. The discussion will show that the themes provide a strong

framework for the Narrative. The presentation of “new” is generally in rheme, and often in clause final position.

The first example shows simple linear progression in an orientation from Story I, “Kalulu marries Beauty” (Figure 8.2). The theme is in the left hand column and rheme in the right. The “new” is italicised. The “new” in rheme of sentence one becomes the theme of two. The “new” in sentence two becomes the theme of sentence three, and so on.

(1)	Once upon a time there	<i>was an old elephant</i>
(2)	This elephant	<i>was a King of a certain village in the Amazon Basin</i>
(3)	He and her name	<i>had a beautiful daughter</i> <i>was Beauty.</i>
(4)	She so that most of the animals	<i>had a very good structure</i> <i>appreciated her.</i>

Figure 8.2: Simple linear thematic progression in Narrative orientation.

This type of dependent linkage in simple linear progression is typical of the orientation when the writer is in what Du Bois (1980) calls the “descriptive mode”. The function of this mode is to establish the setting, and thereby enable the writer to activate the pool of lexical items for reference in the text. The “new” items are mainly noun phrase referents, showing time, place, actors. The descriptive mode is also used in the opening sentences of the News text “leads”, where it has a similar function.

Within the episodes, in narrative mode, the thematic progression is by constant theme (Figure 8.3). The episode below deals with the Hippo’s attempt at the task set by the King: “to cultivate his garden without resting”, after the Lion has tried and failed. In the transition (sentence 13) the “new” information (“a Hippo”) is focused by subject inversion. From sentence 14-19 the constant theme pattern follows Hippo, to the extent that the passive structure is used in sentence 14, to maintain topic in theme, as discussed in Chapter 6.4.

(13)	The following day	<i>came a Hippo</i> to the King and asked if <i>he</i> could marry his daughter.
(14)	He	<i>was told the same as the King told the Lion.</i>
(15)	The Hippo	<i>challenged</i> the other animals that he would marry Beauty
	because he	<i>was more powerful</i> than them.
(16)	He	<i>said many abusing words</i> to his fellow animals.

- | | | |
|------|---|--|
| (17) | The day
but he | <i>came for Hippo to cultivate
also failed.</i> |
| (18) | The other animals | <i>laughed at him.</i> |
| (19) | At that time he
but, because he
he
and | <i>was living on land,
was ashamed
ran away
jumped into the river.</i> |

Figure 8.3: Constant theme progression in a Narrative episode.

In the setting for this complicating action the “new” is carried in the noun phrase referents (13-14), moving to the verb phrase when the action starts (15-19). In narrative mode, the verb phrase is generally the carrier of “new” information, as the characters carry out the action of the story. As Chafe (1979:215) suggests, it is expected that in the least marked narrative sentences the verb, and only the verb, carries the “new”. In the last sentence (19), a series of actions occurs in chronological sequence, culminating with “jumped into the river”. This shows that within episodes there is little repeated “given” information to support the “new” in VP.

The “given” information is more likely to appear in sections such as transitions between episodes, which use the dependent linkage of simple linear progression. In a Narrative it is often the temporal adjuncts which relocate the action so that the narrator can introduce new referents. It is often an action rather than a person that is referred to anaphorically. Figure 8.4 illustrates this type of anaphoric linkage (bracketed) in the transition from Hippo’s attempt at the task to Kalulu’s.

- | | | |
|------|-------------------------------------|--|
| (20) | (After Hippo had failed), the King | <i>declared that there would be <i>no one who was going to</i> marry his daughter.</i> |
| (21) | (After the King had declared this), | <i>Kalulu appeared, and told the King that <i>he</i> was going to cultivate without resting.</i> |

Figure 8.4: Simple linear progression in a Narrative transition.

Topic shift is effected through the anaphoric reference to the actions. The reader is reminded, and the link between characters is established.

This kind of anaphoric linkage is used in stories in many languages (Grimes 1978:351). Indeed anaphoric linkage this type is a common discourse marking device in traditional African narrative (Kanyoro 1991:410). Such referential repetition to remind the reader of a concept is common, not only in Narratives but also in News texts, as seen in the Editorial example below (Figure 8.5). Anaphoric linkage is bracketed, and “new” is italicised.

Agreed inflation	has hit virtually <i>every country in the world</i> .	E32.9
(This is why) people	have had to <i>dig deeper into their purses</i> when purchasing goods and services.	E32.10
But the people	<i>know</i> when some people jump the limit in effecting unfair business practices.	E32.11
(This is why) the people and – being the people’s organ – the Government	have <i>complained</i> has <i>reacted accordingly</i> .	E32.12

Figure 8.5: Anaphoric proposition linkage in an editorial.

The strong linkage between propositions in sentences 10-12 is part of a statement/justification pattern, similar to those used to comment on action and highlight the moral of story, but also common to Editorials to evaluate the Editorial view (see section 8.8). It will be noted that the demonstrative theme is used as the textual signal as discussed in 7.6.1.2.

These examples show how the theme is a major referential cohesive feature in simple linear and constant theme progression patterns. The presentation of “new” follows the descriptive or narrative mode, carried in noun referent or verb phrase respectively. In transitions, the use of anaphoric linkage of propositions accounts for one kind of repetition of “given”. However, the MWE’s maintenance of the pool of activated lexis, seen here in repetition of “given” information in theme, is supported by lexis from other parts of the sentence. This is looked at in more detail in the following section by reference to the lexical chains in a whole text.

8.4 Lexical Chains in a Narrative

Lexical chains show the cohesive role of lexis both in theme and rheme positions in the establishment and maintenance of referential frameworks. These chains of “given” information maintain referents through the text, as constants against which to process the “new” information. Givenness is transitory and an item has to be reinstated from time to time to avoid decay in the memory (Chafe 1976;30). This section looks at the kinds of information repeated as “given” to build referential frameworks in a Narrative. Of interest here is what the lexical chain analysis shows regarding text function and patterns of information delivery, so the question of what recurs and at what frequency is significant.

Lexical “reiteration” is the broad term for lexical relations in the Halliday and Hasan model (1976). The lexical reiteration defined by Hoey (1991) may be (i) simple i.e. identical, (ii) complex, using a shared rather than identical morpheme, and (iii) paraphrase, where a lexical item is substituted for another without loss or gain in

specificity of given meaning. For the lexical chain analysis in this data, links are drawn through items having semantic identity, co-referential identity (synonyms, or words with referential inclusion in a different word class), and semantic similarity (meaning paraphrase).

8.4.1 Lexical Chains in Kalulu Story 1

The lexical chains are shown in the text of Kalulu Story 1 in vertical alignment, with themes underlined and “new” italicised (Figure 8.6). There are 11 lexical chains identified in the text. They show the “significant content” (Hoey 1991), which is the material recurring as central to the message of the story. Of these no more than five are operating together at any one time as the narrative focus shifts between the King, one of the three contestants, the goal, the task, the time. They create a framework of co-referential chains for the King, Lion, Hippo, and Kalulu. The King has the most frequent reference (25), as he deals with each of the three contestants. The lexical chains for the contestants are all initiated outside the orientation, but are inclusive in the superordinate “animals”. Each one occurs for a short intense span in the text, and each one has successively more referential repetitions. Lion has 13 references, Hippo 14, and Kalulu has the most, as the winner (18). The writer uses anaphoric pronoun “he” until another character appears. However, in sentence (30) “He” occurs twice, referring to two different characters. The main characters are supported by background reference chains dealing with time setting, place, and background characters. Of the background referents, the time referents are significant in tracing the chronological sequence of events, as shown by their number, and the fact that 9 of the 12 are used as sentence themes. Place reference is of greatest importance in the orientation, and only recurs once later in the story. The “other animals” (6) and Tortoise (3) are background characters to the main action.

Story I Kalulu Marries Beauty

Orientation

- (1) Once upon a time there was
an old elephant
- (2) This elephant was
a King of a certain village in the Amazon Basin
- (3) He had a beautiful daughter
and her name was Beauty.
- (4) She had a very good structure so that most of the animals
appreciated
- (5) her. About 50 metres from their village there was a river where most of the time
her father used to gather with other animals.
- (6) One day a lion went to the river and met
the King and said,
"Mr Elephant, I would like
to marry your daughter Beauty."
- (7) The Elephant had nothing to say, but after a few minutes
he asked the Lion, "Would
you manage to do what
am going to tell you?"
- (8) "Yes," the Lion answered.
- (9) The Elephant asked him again,
"Do you really want
to marry my daughter?"
- (10) "Yes," the Lion answered happily.
- (11) "Okay, if you want
to marry my daughter,
you should cultivate my garden without
resting,"
- (12) said the King. The Lion agreed, but when the day came
to cultivate the garden,
he did not make it and could not
marry Beauty.
- (13) The following day came a Hippo to
the King and asked if he could
- (14) marry his daughter. He was told the same as
- (15) the King told the Lion. The Hippo challenged the other animals
that he would
marry Beauty because he was more powerful than them.
- (16) He said many abusing words to
his fellow animals.
- (17) The day came for Hippo to cultivate but
- (18) he also failed. The other animals
laughed at him.
- (19) At that time he was living on land, but because
he was ashamed
he ran away and jumped into
the river.
- (20) After Hippo had failed,
the King declared that there would be
no one who was going to marry his daughter.

(continued)

(21)	After the King had declared this,	Kalulu appeared, and told
	the King that	he was going to cultivate without resting.
(22)	The King agreed, but told	Kalulu that
		he was <i>the last one</i> .
(23)		If he failed, there would be
	no one to marry his daughter.	
(24)	The next day	Kalulu came to cultivate.
(25)		He started working
(26)	while the King was watching him.	He cultivated almost three quarters
		of the garden
		and he felt that
		he was so tired that
		he could not have continued working.
(27)		He had already told
	the King's house	the Tortoise to set fire behind
		when Kalulu was tired.
(28)		He did what
		he was told.
(29)	When the King saw the flames,	
	he left	Kalulu working and
	when	Kalulu was alone,
		he had a chance of resting.
(30)	When the King returned,	
	he found that	he had already finished working.
(31)	The next day there was a great party to commemorate the day when	
	married Beauty.	Kalulu

Figure 8.6: Lexical chains in Kalulu story 1.

The two dominant lexical chains in this story are built by repetition of the goal: “marry my daughter”, and the task “cultivate the garden without resting” show. The story goal (the daughter) is referred to 13 times, and the task is referred to 11 times. These chains use a series of “lexical chunks”, like “marry your daughter” and “cultivate without resting”, without substitution. (9 use “marry”, 5 use “daughter”, 6 use “cultivate”.) These two chains start with broad reference. The reference to the daughter becomes specific as she is named, and then included in the goal “to marry your daughter Beauty”. The task, introduced as “what I am going to tell you to do”, is made more specific in “cultivate without resting”, and referred to more generally in “working”. The variation in these forms suggests the narrative writer does have a range of substitute lexis at his disposal, but only for introducing the item. After introduction, the lexical chunks occur across text types, and are used as a kind of formulaic phrase, similar to those discussed in Chapter 5.4.

After the introduction of goal and task, reference to one or the other, or both, occurs in every sentence, bar 4, until the close of the story in sentence 31. The reader thus has constant reference to the significant content, against which the “new”

information can be processed. This kind of repetition and this frequency shows that the MWE narrative strategy is to maintain not only referents in recent memory, but also conceptual arguments of those referents in lexical chunks. They complement the narrative schema, with narrative skeleton and background comments, and the thematic progression patterns. The analysis shows that patterns of thematic progression provide strong textual cohesion, which work together with the lexical chains to establish the referential framework for the Narrative. This amount of repetition may be predictable in a well presented Narrative, where it is the narrative action that leads the text. The “new” is mainly in VP, and it is easy to see what has changed. The analysis of News texts will show that the cohesive role of theme is more complex in the hypertheme pattern, and reliance on repeated referents in lexical chains is greater in many cases. In some cases the referential frameworks dominate the text so that “new” is more difficult to process.

8.5 Hypertheme thematic progression in the news texts

The predominant text level pattern of thematic progression in the News database is the hypertheme and derived themes, with short simple linear and constant theme patterns within text sections. The hypertheme provides the text topic in the “lead” or orientation. In the process of summarising the action and establishing the point of the text, it sets the scene by establishing the pool of referents for event, actors, time and place in Reports, and topical problem, actors, time and place for Letters and Editorials. The “lead” in all three types of News texts establishes the complete proposition for the text.

As suggested in Section 8.2, the establishment of a proposition, may be followed by a series of supporting propositions to illustrate and justify the first. In News texts this model can be seen to operate for the whole text structure, since lexical items which occur in the orientating proposition are used as hyperthemes. Themes in the subsequent text are derived from this pool, either as “textually evoked” or “unused new”, to provide information in support of the main proposition in the orientation.

The hypertheme pattern is clearly demonstrated in the following example of a short Report of an event (Figure 8.7). It has a strong narrative basis, where one event triggered another, and the Report describes the results. The opening sentence establishes the proposition. Themes for sentences 2-5 are derived from the central lexis given in the first sentence. The text is divided into “lead” and “main body”, to indicate the relation between hypertheme and derived themes. Themes are on the left and rhemes on the right. “New” is italicised. Lines indicate the link from lead to derived themes.

Report: Shop-Crashing Truck Hurts Two

The Lead

- (1) Two children narrowly *escaped death* but sustained *serious injuries*
 when a truck for a Zimbabwean operator plunged into a shop, the Changamtuwa Enterprise, at Mphate trading centre in Ntcheu on Thursday.

Main Body

- (2) The two children were *rushed* to Ntcheu District Hospital for treatment.
 (3) They had been waiting for *their clothes* which were being *tailored* at the shop.
 (4) The truck was travelling from *Lilongwe*, carrying 28 tonnes of sugar from *Dwangwa* to Zimbabwe, via Mwanza, *careered off* the road and plunged into the *front part* of the shop, *injuring* the children and *damaging* the sewing machine.
 when it
 (5) The shop owner, who was *not hurt* in the incident, later *removed* the goods from the shop into a *store*.

Figure 8.7: Thematic progression from hypertheme in "Shop-crashing Truck" Report.

"New" in theme only occurs in the lead. The derived themes in the main body reintroduce the two children, the truck and the shop owner, giving more information on the event in each instalment. Items of "given" information recur as obligatory constituents (direct objects, e.g. children, shop), and processing is not interrupted by the insertion of additional detail for emphasis and clarification.

Repetition of identical lexis (truck) is one general cohesive relation that operates together with the co-referents (Two children, The two children, they), and general inclusion (Shop > shop owner, and clothes > tailored, front part of the shop, sewing machine). General inclusion assumes contextual knowledge of what a rural shop is like and what goes on there. "The front part of the shop" and the "sewing machine" are inferable from the presupposed usual shop design with veranda where the tailoring takes place.

The main contribution of this text to the analysis is the demonstration of the hypertheme thematic progression pattern in the instalment text structure in a short Report. Central lexis from the first sentence is used as a source of themes for the remainder of the text. There are four other reports of similar length (see Appendix 1:17&19, Reports 4,5,6,43). Themes derive from the hypertheme within five or so sentences, and the referential distance from the "lead" is short.

Hyperthemes and derived themes operate clearly in a short text. However, there are problems in a longer text. Discussion of a longer Report will show the interrelation

of theme patterns and lexical chains. The interrelation is subsumed under the term “referential frameworks” in the next section.

8.6 Referential Frameworks in a Long Report

In a longer text the hypertheme pattern dissipates continuity of theme reference for subsequent sections, and there is greater reliance on lexical chains, and additional detail. As seen in 4.3.1, the instalment structure of Reports means that there can be problems of coherence (van Dijk 1988, cited in Bell 1991), as the event is introduced and then returned to in more detail two or three times. Each instalment is relatively self contained, but there is no overall conclusion. Chronology is disturbed by the priority of newtext values over narrative norms and clear discourse signals are sometimes missing.

The Earth Tremor Report discussed in 4.3.2. is re-presented for analysis. As mentioned in the discussion of its text structure in 4.3.2., this Report has a framework of sentences summarising the result of the tremor, which has been expanded to add the detail contributing to the newsworthiness of the story. The analysis of thematic progression and lexical chains will show the use the writer makes of repeated “given” information to present “new”.

Further examples of lexical chain analysis of Reports 1 and 45 are given for reader reference in Appendix 4:8-10. In the lexical chain analysis of the Earth Tremor Report (Figure 8.8), the lead is separated from the main body in order to make clear the pool of referents and the point of the story, established as the main proposition. The lexical chains show how the lexis of the lead sentences is continued through the text to remind the reader what it is about. In this case, the point established in the lead is the communication of information concerning people and places affected by the tremor. These news priorities determine the text sequence and the thematic selections. Vertical alignment shows that there is a large amount of repeated reference in this text, but the repetition lies both in the structure, and type of information presented as “new” (italicised), and in the form of the “given”. Themes are underlined.

The themes all derive from the lead statement, which activates lexis referring to Event (5) the Sources (6), the Victims (16) Effect on the victims (15) the Places (10) and the Instrument of injury (7). The statement in the lead is followed by a series of illustrations to support it. The lead indicates that the main concerns of the text are the Places and Victims affected. Following the pattern described in 8.2.3, supporting

illustrations of the lead statement have “unused new” in themes. This occurs in 7 of the 14 sentences: using Place adjuncts (sentences 3,9,12) and referring to Victims (sentences 4,5,6,8). Anaphoric themes in simple linear progression occur in only three sentences (7,10, 13). The other themes are textually evoked.

Report 28: More Die After Tremor

Lead	
(1)	The earth tremor that occurred at about midnight on Friday
(2)	has claimed more lives in Dedza. Reports say that five more people scores more have so far died were injured and left homeless from collapsing walls of their houses, in many parts of the district.
(3)	At Gwengwe village in Chief Tambala, more than 40 houses collapsed, killing a small girl, said the area party chairman for Chilunguzi, Mr FK.
(4)	Another small girl died instantly at Mjinji due to falling debris of their house, reported Mr NK, a resident in the area.
(5)	Seven family members from Mayani Trading Centre miraculously escaped unhurt when their house suddenly collapsed soon after the tremor.
(6)	Three more people were seriously injured by falling walls of their house at Chipangu Vge in Chief Tambala.
(7)	They were rushed to hospital for treatment.
(8)	Houses in many villages have been badly cracked, rendering them dangerous for occupation.
(9)	At Bembeke Agricultural Training Centre, 295 chickens became unconscious soon after the tremor.
(10)	The chickens which belong to a women's income generating group, regained consciousness after sometime, agriculture staff at the Centre told Mana.
(11)	Hospital sources at the boma confirmed that they were receiving more patients who sustained injuries from collapsing houses.
(12)	In Mchinji a five year old child is reported to have died and an elderly woman got injured after being crashed by debris and falling beams following the Thursday tremor.
(13)	The boy is identified as Jessiya Binewell of Chiyendera Vge in Chief Mkanda's area.
(14)	The tremor is also reported to have cracked a number of buildings in many parts of the district.

Figure 8.8: Lexical chains in the “Earth Tremor” Report.

“New” in theme in sentences 4, 5, 6, 12 is supported by post “new” “given” information in the dominant lexical chain regarding Instrument. This consists of a series of lexical chunks, in which there is a certain precision in the alternate selection of the verbs “collapse” and “fall”. “House” is included in all but one. “Debris” occurs twice, as does “walls”. Like the repetition in the Narrative chains of “marry my daughter” and “cultivate my garden” it is obviously the most significant information in the text. It seems that the MWE desire to be explicit requires the inclusion of this information, although it is the same instrument throughout the text.

The problem with variation in the other chains is that the recurrent information is not identical, but of the same type, and in a similar position in the sentence. It is difficult to determine what has changed, i.e. what is “new”. The variation in the Effect ranges from “died” or “injured” as the most frequent, to “escaped”, “rushed to hospital” “unconscious”, and “cracked”, but there is no guide to the reader as to the gradation of seriousness.

To illustrate the statement in the lead regarding the severity of the earth tremor the writer thus provides a list in which the same kind of information is presented about each case. The “new” information (numbers of victims and places) is slotted into a constant frame provided by Sources (to verify the information), Instrument (to justify the relevance of the inclusion), and the Effect on victims (to indicate the range of severity of the earth tremor). If we follow Hoey’s argument that central lexis occurs in central sentences and provides a skeleton of the main text content (Hoey 1991), then it can be said that these chains show the main text content, but that the MWE considers it necessary to repeat them as a whole rather than delete or use substitute forms. The overall impression is that the text is very repetitive.

This is not the best example of report writing from the data since the strength of the frameworks provided by summary sentences, and lexical chains means there is much repeated information. However Report 45, “Driver Escapes Unhurt after Accident but Gets Sack” has an equally strong framework derived from the lead (see Appendix 4:10). In this case the number of different themes and lexical chains is relatively small. The themes are either the company, the spokesman, or the driver, and the dominant lexical chunk is the “unauthorised load of maize”. Nonetheless, the way in which supporting information is added in the Report above (sentence 10 about the chickens), and in this example below from the “Driver” Report show how the MWE uses a known frame to carry the additional material (underlined).

- (i) The spokesman, who claimed they were one of the highest paying companies (paying drivers an average of a thousand Kwacha a month), said the concerned driver will lose his job since he had abused his position (R45.8)

The main proposition of this sentence is given in the preceding text. The simple noun phrase theme has a focal element in post theme position, as discussed in 7.4.1 above. This is further specified in a non-finite clause to underline for the reader the serious implications of the losing the job. There is a justifying focal element in post “new” position, as described in 8.2.1. By adding detail in this way the Report writer is including material with more personal appeal to the reader, and making clear the newsworthiness of his story.

Further examples from other Reports show how the MWE Report writer inserts material into a frame for these purposes. The examples have non-restrictive relative and participle clauses inserted in varying positions in the sentence. “New” is italicised and detail is underlined.

- (ii) *The thriving trading centre of Makhanga – which boasts several shops, an agricultural research project, an MCDE centre, an MYP training base, railway and police stations – Chiromo in Nsanje, and Nchalo in Chikwawa District* are the most hard hit areas. (R1.9)
- (iii) Dr Kharodia, *who is also the second vice chairman for the club*, said *proceeds* from the show, whose tickets will be selling at K10 for stalls and K5 for balcony, will go towards the club’s normal charity programmes. (R43.4)
- (iv) The floods, bursting at the seams of Mwanza, Mphwazi and Nkombezi rivers, have caused *extensive damage to part of the vast sugar plantations and the irrigation system of Sucoma, rendering homeless thousands of people at Bereu village and other Villages surrounding Nchalo Trading Centre* (R1.11)

The amount of information underlined shows there is large quantity of additional detail included by these insertions. There is obviously “new” information in both main and subordinate clauses, but the type of information varies. In (ii), the length of the theme demonstrates the effect of addition of detail of this type in this position in the sentence. The sequence in the equative structure means there is more information in the embedded clause than the main clause. The purpose is to throw emphasis on the preceding word “Makhanga” (Leech & Short 1981). In (iii), the inclusion of two units of additional information disturbs the focus on the more significant “new” in the main clause. The detail in (iv) carries equally significant “new” information in the main and subordinate clauses. All three events have cause/result relations with the “floods”. These examples show how the Report writer embellishes his basic news frame with additional detail to make the story’s newsworthiness relevant to the reader.

This discussion of referential frameworks in Reports has shown that the hypertheme pattern can work well in a short text. In the long Report it is clear that the writer relies on the statement/illustration schema. The thematic frameworks are not assisted by discourse signals, and the processing of “new” relies on the repetition of “given” in lexical chains. The writer thus appears to have a strong framework of information into which the “new” is slotted. The writer thematises what is central to his text purpose and the reader is required to infer propositional relations. As mentioned above, factual accounts rank low on the scale of the rhetorical genres requiring textual embellishment to appeal to the audience for the demonstration of successful cleverness.

8.7 Referential frameworks in the letters

The Letters are short which means there is little space in the lexical chains for the recurrence of referents and lexical chunks more than two or three times. The main difference from Reports and similarity with Narratives is the interaction with the reader. Also, like the Editorials, they have a case to argue, and the text is structured to build the points of the argument to a conclusion.

The referential frameworks in Letters are exemplified in Letter 18 (Figure 8.9). The topic is the effect on customers of allowing animals in restaurants and bars. The structure follows the statement/justification pattern, requiring the writer to appeal to the reader and provide convincing evidence for his case. The themes all derive from the hyperthemes, but the cohesive role of theme is supported by the use of discourse signals (10) indicating the relation of the sentence to the writer’s argument, e.g. “The point is ...,” “Worse than this ...”. Themes are underlined and “new” is italicised. There are 7 chains, 5 of which deal with the main concerns of the text: “pets” (12), “restaurants” (7), “I” (7), “customers” (6), and “food” (6).

The Letter opens with a classic example of flattery, as the writer praises the keeping of pets, before presenting his problem. It is the “yes you are right, but” strategy, seen in the Nkhuku’s successful argument (4.4.2). The writer can then put his points in emotive language, e.g. “very petrified”. There is an underlying irony here between the notion that keeping pets is “fun”, and the context which the writer is describing, where cats and dogs are generally kept for practical, rather than decorative purposes, i.e. to control vermin and guard property.

What is noticeable about the chains, particularly the “pets” chain, is that there is no deletion or substitution with the exception of sentence 8, where “they” is used as

topical theme after the viewpoint adjunct. It is the dominant lexical chain. In the first four sentences “pets” is used 5 times, and “dogs” occurs twice in sentence (9). In sentence (7) “relish” also occurs twice. This may well be used for the sake of grammatical explicitness. In (2) the vagueness of general reference to people is made very specific in the post modification “certain people (customers)”. On subsequent mentions in the lexical chain “people” receive more general reference, e.g. “the public” “such people”, which indicates they are less important than “pets”. A similar point was made with regard to grammatical explicitness in mid text in Chapter 6.2.

Letter 18 Cats, Dogs Spoil the Soup

Lead		
(1)	While	I appreciate that <u>keeping</u> <u>pets</u> <u>like cats and dogs is good and great fun,</u> I want to point out that it is <u>wrong</u> to keep pets in <u>public utilities</u> <u>like restaurants and bars (pubs).</u>
(2)	The point is that	<u>certain people (customers)</u> get very petrified with pets.
(3)	With	<u>pets around,</u> <u>such people</u> feel out of place and may not enjoy the food.
(4)	Worse than this,	<u>some of these pets</u> <u>snatch</u> food from customers.
(5)	And	I am speaking from <u>experience</u> here.
(6)	While	I was having <u>a meal in</u> <u>one restaurant in a sea side resort in Monkey Bay this</u> <u>other day,</u> <u>a cat</u> <u>ate</u> all my meat as I was <u>temporarily engaged in an aside with a friend.</u>
(7)	When	I later asked the <u>restaurant owner to replace</u> the <u>relish,</u> he <u>refused</u> and <u>demanded</u> that I pay him <u>normally,</u> for it was <u>my carelessness</u> that had made me lose the <u>relish.</u>
(8)	As for	<u>dogs,</u> <u>they are a menace to</u> <u>the public in several ways.</u>
(9)	Even in a religious context, some regard	<u>dogs as profane</u> and if the dogs are found in <u>a shop,</u> it goes without saying that <u>such people will not feel at home.</u>
(10)	Please	<u>restaurant owners,</u> keep cats and dogs <u>out of</u> <u>your business front.</u>

Figure 8.9: Lexical chains in Letter 18.

Like the short Report, the only “new” in theme occurs in the lead. The personal pronoun “I” is the major cohesive lexeme, occurring largely in theme, and shows the points are presented from a personal perspective. The other themes are viewpoint adjuncts to thematise the writer’s perspective, and the interpersonal “please” to make a strong case for the conclusion. To provide supporting detail for his points the Letter writer cites his personal experience of cats. With reference to dogs he cites general reader knowledge of the truism that they are a “menace”, and specific reader knowledge of the truism that “some regard dogs as profane and if the dogs are found in a shop, it goes without saying that such people will not feel at home”.

Other letters appeal in a similar way to the audience and writer knowledge to support points. In this example the “new” is highlighted by such an element placed in a post thematic position.

- (i) *A major highlight of the course, we had been told, was to be the provision of a basic tool kit to the brother and his other students.* (L13.2)

Such inclusions again underline the interactive nature of the text, and the way the writer relies on a reader response, either by invoking shared knowledge or sympathy in this case. For further examples see Appendix 4:3.

Similar patterns in the writer’s argument presentation occur in other Letters. The reader is commended to Appendix 1 for examples of how the topical point is developed in themes in other Letters. For example, Letter 8 has a simple linear theme pattern, and Letter 5 has a constant theme pattern derived from the lead. Appendix 4:11 gives lexical chain analysis of Letters 12 and 7.

The brevity of the Letters means there is no great problem with thematic continuity. The “new” is either inferable or “unused new” from the hypertheme. Understanding the statement/justification pattern based on the lead helps to see how the derived themes are related to the main proposition. The Letter writer’s desire to provide the reader with the correct perspective for the message means the themes are supported by discourse signals of the writer’s argument. The lexical chains show the main concerns of the text are firmly fixed in the writer’s mind, and that there is little deletion or use of substitute forms.

8.8 Referential Frameworks in Editorials

The referential frameworks in Editorials are exemplified in this section from Editorial 32 to show lexical chain and hypertheme patterns, and identify some of the types of supporting information included. The lexical chains are presented here

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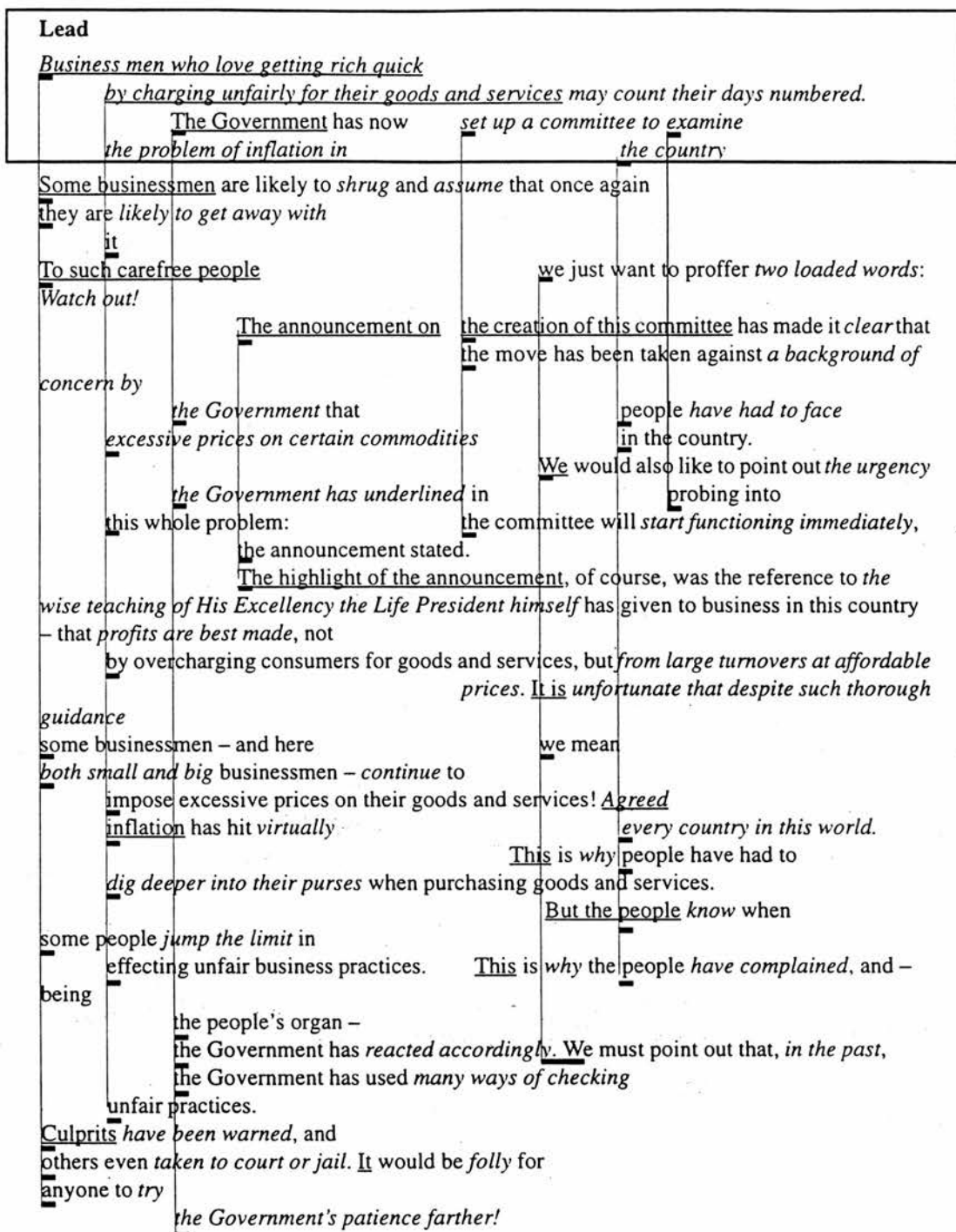


Figure 8.10: Lexical chains of reference in the Businessmen Editorial.

(Figure 8.10). A further example of full text analysis of lexical chains in Editorial 37 is given in Appendix 4:12. In Figure 8.10, the first two sentences in the lead establish the problem: businessmen who overcharge, and the solution: the Government is setting up a committee to investigate inflation. In the lead, 6 lexical chains are

activated, and the purpose of the main body of the text is to justify this action. The person of the Editor (we) is not included in the lead, but is textually inferable from the text situation.

The chains identify the main actors as the businessmen (9), the Government (6) and the people (6). The commentator is the Editor (4). The main concern of the text is the problem of inflation (3), and business malpractice (7), including the lexical chunk “goods and services”. The MWE reliance on repeated “given” information in this lexical chunk is seen in the fact that it is referred to in a total of 10 of the 15 sentences in the text. The establishment of the committee (3), and the examination (2) are background elements.

These lexical chains interrelate with the role of the theme in the text structure. The statement/justification pattern of the MWE persuasive text helps to explain the role of theme in this text. It is summarised in Figure 8.11, which shows the alternation of derived themes with editorial comment to justify the statement. This variation in theme role dissipates the direct relation to the hyperthemes. Figure 8.11 gives the sentence themes of the main body (sentences 3-15), which are derived from the statements in the lead seen above (sentences 1-2). The themes in sentences 3, 5, 7, 9,11 are each concerned with the presentation of a statement on the text topic. Themes in 4,6,8,10 frame the content. The role of the sentence themes is indicated on the left hand side. The themes are grouped on the right with the Editorial comment themes bracketed.

	Theme role	Sentence theme
3	Statement/Businessmen	Some businessmen
4	Comment	(To such carefree people, we)
5	Statement/The govt. announcement	The announcement on the creation of the committee
6	Comment/additional information	(We would also like to point out ... the Government)
7	Statement/The govt. announcement	The highlight of the announcement
8	Comment	(It is unfortunate that ... some businessmen)
9	Statement/Inflation	Agreed, inflation
10	Comment	(This is why people)
11	Statement/People	But the people
12	Comment	(This is why the people)
13	Justification/Government action	We must point out that the Government
14	Illustration	Culprits
15	Concluding comment	It would be folly for anyone

Figure 8.11 Theme role and sentence themes in the main body of Editorial 32

The figure shows that an Editorial comment or illustration is inserted between each statement. The comments are evaluations and the justification (13) and illustration (14) exemplify the point made in the preceding statement. The comments carry a high proportion of repeated reference. This is shown in the next two examples: (i) from this Editorial, and (ii) from an Editorial on international football. Both comments have a multiple theme frame in which the evaluation is followed by a concession (bracketed). The “new” is italicised and the repeated “given” is underlined.

- | | | | | |
|------|-----|-----------|--|-----------|
| (i) | (a) | Statement | <i>The highlight of the announcement, of course, was <u>the</u> reference to the wise teaching HE the Lifer President himself <u>has given to business in this country</u> – that <u>profits are best made not by overcharging consumers for goods and services, but from large turnovers of goods at affordable prices.</u></i> | |
| | (b) | Comment | <i>It is unfortunate that, (<u>despite such thorough guidance</u>), <u>some businessmen</u> – (and here we mean both <i>small and big businessmen</i>) – <u>continue to impose excessive prices on their goods and services.</u></i> | (E32.7/8) |
| (ii) | (a) | Statement | <i>Anger, frustrations and disappointments are some of the unpalatable experiences <u>football players, officials and spectators have had to put up with.</u></i> | |
| | (b) | Comment | <i>However, it is <u>heartening to realise that</u>, (even in the face of the <u>anger, frustrations and disappointment</u>), <u>a spirit of compromise prevailed.</u></i> | (E38.3/4) |

The “new” in (ib) is focused with a marked rheme (bracketed), and supported by a “given” lexical chunk. The inclusion of repeated “given” and additional detail means there is relatively little “new” information. There is much processing of “given” information involved for a small amount of “new”, as the MWE rely on repetition rather than substitution.

As shown above, the Editorial writer relies on the repetition of lexical chunks, and the recycled “given” in order to present sentence comments. The need to be grammatically explicit is complemented by the desire to reinforce a statement with a comment, as seen in section 8.2.3, and in these text examples. They evaluate, justify, and verify by appealing to the reader knowledge of previous text and shared background. The comments of these kinds support the primary “new” proposition. This is similar to the role adopted by the narrator after an event in mid text, or at a text close, to justify the current state of affairs. The Editor inserts comments in this way in separate sentences as seen above. This kind of addition of information has a

specific discourse purpose in making the message clear. It means the reader has little interpreting to do. The answers are provided. However, such features, add to the reader processing load.

The discussion of Newstext referential frameworks in these sections has shown that there are similarities and differences between the Reports, Letters, and Editorials. In all text types the hypertheme structure means that the pool of referents activated in the lead serve as a source of derived themes. The proposition in the lead is thus illustrated by supporting statements, led by derived themes. It also shows how the recurrence of "given" lexical chunks in post "new" position establishes the relation of "new" to the main concerns of the text in the longer Reports and Editorials. In these texts, the statement /justification pattern means that the writer aims to be very explicit to present his message clearly. In this process, the amount of formal repetition in lexical chunks, and lack of substitution or elision in paraphrase means there is a large amount of repeated information. The amount of "given" information can be a good deal greater than the "new" in one sentence, which supports Tregidgo's (1987) view concerning the manner in which clarity and explicitness is achieved.

There are differences between text types in the kind of supporting information included. In Reports the supporting information aims to enhance the NP status, to give more detail at second mention, to justify inclusion of an item by underlining its newsworthiness. In Letters and Editorials, the supporting information relates to how the main proposition should be interpreted: the comments evaluate, justify, or appeal to reader knowledge. The details are generally stylistically motivated: to provide satisfactory evidence for the proposition.

8.9 Summary and Discussion

This chapter aimed to address questions regarding MWE norms of informativity and intentionality through analysis of syntactic structures for the presentation of "new", the sequence of given/new relations and the amount and type of supporting information.

The analysis shows that while the MWE conform to thematic progression patterns and systems for the presentation of "new" found in literate traditions, the logic of the propositions owes a great deal to the statement/justification patterns of oral rhetoric, not only in the Narratives, but also in the News texts. As Sey (1973) suggests "piles of words to create assonance and alliteration are qualities to be admired in writing". According oral "speech manners", this repetition, circularity, and parallelism in the text make the message precise (Chishimba 1983).

Since norms of intentionality require that “new” is presented in line with the goals of the text, the MWE achieves these by making use of sentence structure for information focus. MWE systems of focus on “new” support the view that users whose L1 does not use intonational inflection to signal focus make use of syntactic structures for focal purposes in English. Apart from a few examples of conventional structures for placement of information focus, the MWE marked rheme involves the addition of a focal element to underline the salience of the “new. In News texts this is an “interrupting construction” inserted as an emphatic element for the end shifted “new” constituent. Across all text types the focal element may be placed in sentence final position to provide referential or conceptual repetition, evaluation, specification, justification, and appeal for reader verification to clarify and emphasise the “new”.

Sequencing patterns of “given” and “new” within sentences suggest MWE are aware of the effect of sequence on the placement of focus on “new”. The front weight of the periodic structure appeals to the MWE preference for multiple theme frames. The MWE variation on the periodic structure is a front weighted concatenated sentence with the most important “new” in final position. It illustrates one way in which the MWE will repeat “given” information in order to present a comment, particularly in Editorials.

The cohesive role of theme is clear in simple linear and constant theme progression patterns. The use of strong anaphoric linkage in transitions in both Narratives and comment sections in Editorials means the MWE use conceptual repetition to remind the reader and provide a setting for the “new”. Although it is reported as a discourse signalling device for traditional Narrative, its occurrence in the Editorials for the transition to comment suggests the MWE retains it as part of the expository writing style.

The hypertheme progression pattern works well in short texts. In longer News texts, where the continuity of theme is dissipated by the hypertheme pattern, the predictability of subsequent derived themes is assumed by the MWE. The statement/justification proposition sequence pattern helps to understand the inferential relations between hypertheme and derived themes when “unused new” occurs in theme. The writer makes use of the cohesive role of lexis activated as a pool of referents for the text in the orientation or lead. The reader can infer the relation of the derived theme to the text topic from the pool of referents in the initial text proposition. What is important to the writer is thematised, and cohesion is provided by the repeated “given” information. It is often “given” information that is repeated after “new”, as a

method of reinstating the important propositions of the text, and making clear the relation of the “new” to the text aim. The lexical chains show the frequency of referential repetition for this purpose. There are rarely substitutions or deletions for lexis of major significance to the text message and this kind of “given” often takes the form of lexical chunks.

The referential frameworks created by themes and lexis provide the reader with a strong framework of repeated information against which to process the “new”. While this works well in the Narratives and a short Report, the referential framework in longer Reports and Editorials means that the message of the text is presented in a cumulative style. The analysis of the latter texts has confirmed the view that a high level of redundancy is expected in the conventions of oral traditions. The MWE have their own definition of the maxims of the co-operative principle, and what it means to be brief, avoid ambiguity, avoid obscurity of expression. The MWE systems of presenting “new” affect the operation of the “given/new” contract. The reader has to accrue information cumulatively. The addition of detail in this process means the reader may have a large amount of “given” information to process to find the “new”.

The discourse functions of additional detail across text types are central to the MWE establishment of the salience of the message. The discussion in this chapter has shown that the MWE systems of focus on “new” complement patterns for the presentation of theme in that they include supporting information to highlight the salient information in a similar ways to those in which multiple theme frames are used to give the writer’s perspective on the message. Framing detail for the proposition may occur in any part of the sentence. This suggests that the writer’s position must be reinforced not only by detail to focus “new”, but also for other reasons.

One reason for the detail is the general notion discussed in Chapter 6 that the MWE make use of grammatical explicitness to support lexical implicitness, in the sense that the defining information often clarifies a general statement. At the same time cultural norms mean the writer makes general reference to world knowledge, rather than a personal claim on the information (Chishimba 1983). In order to achieve rhetorical impact through general reference, the writer needs to clarify his meaning by providing evidence of some kind to prove its relevance to his current purpose.

The writer has to claim his status as the “knower”. In Reports, the writer’s position is “knower” of the framework of events. The role of the Report writer is to add supporting information to this framework. In the more interactive texts, the writer has

to comment, to justify events and statements made. The Narrator has a narrative framework of events, and he uses background comments to interpret the consequences for the reader. In the Letters the writer makes use of much interpersonal material to appeal to a peer group to share his view. The Editor comments on the points made to interpret their national significance. Comments may arise at sentence end, between actions or points, and in the moral or conclusion at the close. The comments may be evaluative per se or appeal to the reader's world knowledge for verification. This shows that it is part of the writer's role to provide an interpretation for the reader in these interactive texts in order to persuade him to reach a conclusion.

We shall now proceed to reach our own conclusions as to what the observations in these chapters of analysis show regarding the communication style and patterns of information management of the MWE

Chapter 9

CONCLUSION

9.1 Introduction

The aim of the study was to investigate the some of the features characterising the communication style and information management in the writing of Malawian writers of English used in the intra-national context. The perspective taken was that the texts are representations of an L2 code in the process of adaptation to the expression of local communicative needs. The principal observations made in the course of analysis of MWE data have shown how linguistic selections for topical theme, and “new” affect textuality, together with other linguistic elements whose function is to support the presentation of the message. This final chapter examines what those findings tell us about the style of MWE usage, and suggests implications for the status and use of English as a second language in such contexts.

The analysis of rhetorical and content schemata, lexico-grammatical selections, thematic framing, presentation of “new”, referential continuity in lexical chains, type and quantity of information included, show that there is systematic patterning in the forms of the code. The distinctive features of the MWE texts arise from how these selections reflect the writer’s relations with both text, and audience.

The position of the writer can be problematic in a community where the ownership of knowledge is with elders on the one hand and with books on the other. As suggested in discussion of the African world view, (2.3.1) innovation is regarded as deviant. One way of absorbing new knowledge is to internalise it. This process is traditionally carried out by the “elders”, as the elite of the society. The elite in African countries where English is an official language are those educated in the formal education system. They have internalised the literate tradition and legitimised its acceptance to some extent. However, as stated in Chapter 1, the question arises as to how the oral and literate traditions are reconciled in the acquisition of writing ability in L2 English. There are different views on the norms of information sharing between oral and literate traditions.

As has been seen in the chapters of analysis, the MWE’s communication style leads him to take pains to establish his position in a framework of the communal knowledge of the audience. He uses textual embellishment of various kinds to make an impact on the reader, and the style of information management has its own patterns of what is required to present the message satisfactorily. Much use is made

of the recycling of information. This indicates that the linguistic selections show a good deal of transfer from the L1 competence in intra-national norms of communication. These norms influence both genre purpose and style of presentation, suggesting that this L2 code belongs to a speech community situated on a continuum from oral to literate traditions.

This chapter will present the conclusions that can be drawn on this view. It will look at the MWE norms regarding the writer's text purpose, how he establishes his viewpoint, his notion of appropriate register, the view he has on the type and quantity of information required to make his message clear. The discussion will suggest that the analysis establishes the MWE code as a self-sufficient system for the purposes of intra-national communication, and draw conclusions on the implications for the status and use of L2 English in such contexts.

9.2 The MWE text purpose seen in text structure

It was established in Chapter 4 that, in terms of information elements included, the four text types follow conventional structures for their respective purposes. It is the manner of presentation of text purpose that is particularly Malawian. This section will discuss points of similarity and difference in the text structure of the four text types. It is suggested here that the manner of presentation relies, in broad terms, on the distinction between referential and evaluative material. The referential material in the text represents what the writer knows, and the evaluative material represents the means by which he establishes the point of his communication. When Labov (1972) made this distinction in his study of narratives of personal experience, his aim was to show that the narrator's use of evaluative material shows how he becomes deeply involved in the recounting of events. Although the MWE data are written texts, their relation with orality means that this distinction is a useful tool for identifying the MWE text purpose, and how he carries it out.

Much of the evaluative material draws on the communal values seen in the written texts of the MWE since they reflect the concerns and values of the community which use them. These shape the norms of informativity since they guide the writer's notions of what is predictable to his audience. The Narratives are concerned with traditional notions of struggle for a goal, behavioural lessons learnt by example, and the origins of things in the world. Debates arise between different groups negotiating positions of power. The Letter writer is usually concerned with an issue affecting specific groups in the country, generally in terms of behavioural norms, or daily life struggles. The Editorial writer is concerned with how a current public issue can

enhance the national aims regarding the development of the country, and the good of the nation. The concern of the Report writer is provide a factual report of events of interest to the nation. The concerns of the newspaper with community values are thus matched by the Narrative concerns with acceptable behavioural norms.

As seen in Chapter 4.2 and 4.3, the text structure of both the Narratives and Reports follows the Labov (1972) template with referential framework and evaluative comments. The traditional goal narrative has a narrative skeleton, which is foregrounded, and series of backgrounded elements, where the narrator comments to point out the significance of the story, particularly in presenting a conclusion, thereby making the story relevant to the real world. The Narrative writer is assisted by the fact that the reader knows the story, and his main job is to make it more interesting by the manner in which he tells it (4.2). The narrator assumes the role of “knower” in a position superior to the characters in order to comment on and evaluate actions and consequences as an “interpreter”. The quantity of the interventions from the narrator vary from story to story, but there is always a degree of comment and interpretation (4.5). As is to be expected, the traditional narrative form is a genre with which the MWE is comfortable and, despite linguistic restrictions, the student writers perform effectively in written mode.

The style of presentation of texts in the Report group is far more varied, depending on the amount of detail available to the writer. It seems that more detail indicates a greater conviction on the part of the writer that the text is relevant and interesting to the reader. As mentioned in 4.3.2, the short reports (Nos 4, 5, 6, 44) provide mostly referential material. To illustrate this, the discussion of Report 44 (Shop-crashing truck hurts Two) in 8.5 showed that the evaluative material is limited to compound lexis such as “shop-crashing truck”, and the text structure and the cohesive power of theme is clearly seen. The longer Reports (Nos 1, 7, 28, 45, 46), exemplified in the discussion of the Earth Tremor report in 8.6, contain a good deal of additional information, particularly that given in non-restrictive clauses to provide evaluation by underlining the newsworthiness of an item or participant. In such texts, the cohesive role of theme is less strong than that provided by the lexical chains. This is seen in the way the writer thematises what is important to him, and “new” information in theme position, is followed by repeated “given” in rheme to relate the “new” to the text concerns.

Although the text purpose of Reports is different from that in the persuasive texts, the juxtaposition of referential material with evaluative additional detail suggests that

what they share with persuasive texts is how they present this distinction between two types of information.

The rhetorical structures of both the Letter and Editorial follow the expository text template of problem/ solution/evaluation of solution/conclusion pattern, as seen in 4.4. They are similar to the debate style Narratives not only in structure but also in style of presentation. As mentioned in 2.3.2, the rules of propositional logic governing linearity in oral speech manners means that the writer has to support his general statements by providing evidence or justification. This is seen in all three groups of MWE persuasive texts. They contain general statements of the writer's points, which represent the referential material, supported by evidence, which represents the evaluation. Since the traditional narrative is a probably a genre that is the first acquired, and in this case from the oral/home environment, it is likely that this MWE rhetorical pattern of statement/justification for persuasive text originates in the oral conventions for persuasion, and is continued in the adult writing in News texts. This balance of two types of information to achieve the text purpose is an important feature of the MWE patterns of information management.

Oral rhetoric is not a solely African phenomenon. The universality of some of these characteristics is seen in the manner in which the persuasive goals of oral rhetoric, drawing on communal knowledge, are achieved in any culture ranging from the political context, to media use of advertising, and the entertainment value of stand-up comedy etc. What is interesting is that Malawian students use it in written versions of oral narrative, and post school writers use features of oral rhetoric in their expository writing in English. They show a highly developed competence influenced by L1 rhetoric, which is particularly clear in the persuasive texts. Such models are not part of the secondary school English language teaching curriculum. The relation of the MWE text structure to conventional text structures is influenced by its relation with oral rhetoric, which suggests that the text purpose is to support the referential material of the text with some kind of evaluation to justify the point of the communication. This is further exemplified in the following discussion of how the writer establishes his position, his notion of appropriate register, and the type and quantity of information included in the message.

9.3 The position of the writer

The position of the writer as "knower", and then "teller" is established by the way in which he relates to the audience and their shared knowledge. In oral cultures the role of presenter as "knower" is important, but information is not personal property, as

mentioned in 2.3.2. The manner in which the writer engages with the audience is shown in the theme frames showing writer's perspective, and in clause mood and voice. He may be indirect or direct, dependant the particular stage in his text purpose.

While sentence themes conform to expectations for text type, as seen in 7.3, it is also clear from the analysis that the MWE take great care to introduce the proposition from a required perspective. As seen in the discussion of theme frames in Chapter 7.4-6, he does this in many cases by using multiple theme frames and including additional commentary in post thematic position. He thus clarifies his perspective by providing the information he considers necessary to the processing of the message. In the data, the writer negotiates his position through the themes. The discussion of grammatical explicitness in 6.2 showed that the narrator achieves indirectness by themes with the inclusive qualities of general reference, which are then made specific to the current purpose. There are also suitably elaborate participant themes with honorifics to elevate the character status at significant points in the text as seen in 7.4. The News text participant themes are also elaborated.

The writer may present a direct view provided he makes his position clear by reference to his status, or supports his view with reference to received wisdom. The more formal style of the Editorial, and the writer's official status means that once he has made his statements accepted as general knowledge, he may be relatively direct. He presents his views as "interpreter" or "teller" prefaced by the corporate "we", or an evaluative clause. In debate style Narratives and Letters, the subjective themes show how the politeness strategies of using a conditional, concession or viewpoint adjunct, or modal disjunct, detailed in 7.6, are intended to make the directness of the proposition less face threatening. At the same time they aim to establish the status of the writer as one qualified to express an opinion on a matter. For example, the characters in Narratives and writers in Letters rely on establishing an interaction with their audience to maintain reference to the topic. To do this, the writer claims audience attention and requires their involvement by the use of modal disjuncts, along with the vocative, and imperative. The MWE use a rhetorical question as an indirect way of drawing a conclusion in the Narrative and Letters. These features are classified as evaluative devices by Labov (1972), and certainly are part of how the writer commands the reader to share his evaluation of the points raised. There are similarities in the content and directness of tone in Letters to the Editor in other African and Indian English newspapers, for example letters to the advice column in "The Zambia Mail" collected by Hall (1967), and "The Hindu" newspaper in India. Such similarities of communication style merit further investigation.

Such thematic frame patterns mean that the writer has an authority born of situating his information in the context of communally accepted knowledge. A second way of showing his position is by using modals which express certainty and obligation in strong terms, as seen in 6.3. There is a functional range in the use of modals, which means the writer may also express deference when appropriate, e.g. in making a request. However, the distinctive modal usages in all text types are seen in the modal “will” in active voice, and the modals “can”, “should”, and “must”, used as auxiliaries in both active and passive mood. They fit the notion of relative truth and obligation from a communal viewpoint with a degree of stylised exaggeration, and without accepting personal responsibility for it, following the norms of the L1 world view. The writer is “teller” in this mode.

When the writer as “knower” presents factual information which merits no comment or justification he takes a neutral position. His position is often shown by using an impersonal passive, whether in Narrative or News text. As seen in the discussion of the passive in 6.4, in Reports, the agentless passive provides an objective position, and the information derives its status from the reference to sources cited. This position is further shown in Reports where it is primarily persons/events and sources that are thematised, and there are few subjective themes.

The MWE position shows a functional range in how he puts his message across to the reader. In the persuasive texts, the MWE is committed to putting the message across strongly, but there is variation across text types in the manner in which this is carried out. The MWE may express solidarity with the audience, deference to the audience or superiority, according to functional tenor. These characteristics of the way the writer establishes his position show that the MWE operate with the whole range of interpersonal markers reported by Smith (1986) to express didactic to non-didactic purposes, and a range of presence of writer/reader according to level of formality (Smith 1986). The writer’s overall position is thus as “knower”. His role is to “interpret” in the Narratives, inform of interesting and relevant detail in the Reports, and persuade in the interactive texts, leading the audience to share his conclusion, providing he situates his points in the context of communally accepted knowledge. Such features identify some of the MWE norms of intentionality, and help to characterise norms of intertextuality, i.e. features characterising different text types.

9.4 The MWE notion of appropriate register

The MWE notion of appropriate register is formed both by the tension between directness and indirectness in the way the writer establishes his position, and the variation in lexical register described in Chapter 5. The discussion of the lexicogrammatical repertoire shows the MWE assumes that the reader shares knowledge of his communal values, and will be impressed by his linguistic skills as a presenter. Thus a suitable register shows knowledge of the world by drawing on the implied meaning of aphorisms and formulaic phrases, and shows linguistic knowledge by display of lexical range. Further, as mentioned in 5.7 these are not just decorative devices, but represent two important ways in which lexical selections contribute to the management of information.

The lexical selections draw on reference to communal knowledge to add credibility to significant information in their proposition. The shared meaning is clearly seen in the use of formulaic phrases, aphorisms and generally figurative language, described in 5.4. Such features are reported to be common across L2 codes, as ways of drawing on the shared repertoire of predictable or implied meaning inherent in these items (Sey 1973, Jowitt 1991). Narrative lexis includes epithets to show how the actions of the characters express stereotyped behaviour to be admired or scorned (5.4.1). The News text lexis draws on the predictability of meaning in newstext register to relate the message to these received values (5.4.2). Reference to common knowledge is also a signal of “in-groupness”. The reader is expected to recognise the reference, to agree, and admire the wisdom of the writer.

The display of linguistic skill is essential to create an effect on the reader and to make him listen, laugh, and agree. The analysis details the types of “nativisation of rhetorical strategies” suggested by Kachru (1987), Chishimba (1983), Magura (1984). Emphasis on the significant information is achieved by the use of more than the required number of words for a proposition in lexical linking (5.3), or creative coinage (5.2). This displays access to alternative wording for the proposition. The writer affects the reader by intensification of words and selection of hyperbolic, or emotive lexis for significant parts of the message (5.6). This appeal to the reader is seen in the stylised exaggeration achieved when the writer takes a direct position by the use of assertive modals (6.3). It is seen in thematic frames for the message, as mentioned above (9.2).

The display is also seen in the register disturbance across text types, described in (5.5). Register disturbance has a similar purpose: to make the reader notice the

information as salient. It has to be acknowledged that style shift may have both a teleological intention and an empirical cause, since it is a feature of the limited exposure of learner language to some extent (Sey 1973). In the MWE context, the registers of government, business, education and the media are conflated and their use reflects the restrictions in the situation of occurrence. However, some examples of free variation from a Narrative given in 5.5 suggest that there are various options open to the writer. The MWE is accustomed to switch register according to context of communication according to the L1 politeness norms (Jibril 1986). The register switch in L2 English arises not so much from confusion between registers, but more from the desire to create an effect on the reader. The style shifting, or register mix is also a further display of in-groupness for peers in the community, i.e. the educated elite. Since these News texts will function as models for the English user, the norms here displayed are assumed to represent those of the group to which the writer aspires for membership.

The discussion of the MWE notion of appropriate register shows that these items generally represent teleological or intentional selections for the specific discourse purposes which reflect the users' norms of communication. Linguistic selections are made on the basis of their ability to affect the reader. They show the MWE styles for managing interpersonal relations with the reader and giving signals of in-groupness. These include display of knowledge of the learned code, as much as compensatory strategies for restrictions at lower levels of proficiency. The MWE regulatory principles of efficiency and effectiveness encourage display to identify what is salient in the message.

These register features characterise the MWE communication style. Characteristics of the MWE usage are supported in literature on other L2 writers, who seem to enjoy stylistic embellishment, and creative coinages as a demonstration of rhetorical skill with language (Sey 1973, Kachru 1987, Magura 1984, Gonzalez 1991). The use of language in this style indicates the poetic force of language use as the users make the language suit their own meanings by creating the colloquial idiomatic expression to which Magura (1984) refers.

This means that consistency of register of the conventional type is absent from the MWE texts, and is not a stable guide to intertextuality. However the lexis does provide a major contribution to the cohesion of the text as will be seen in the next section which discusses the MWE notion of type and quantity of information needed to present the message clearly.

9.4 The MWE notion of presenting the message clearly

The management of information depends on the MWE notion of type and quantity of information the reader needs to process the message. Patterns of inference in English revolve around how the “new” is presented and its relation to “given” information, based upon notions of what is predictable, what is redundant, and how salience is created. As seen above, the writer relies on what is predictable to his audience, referring to communal rather than personal knowledge for support. This section will look at conclusions on presentation of “new” and its relation to “given”.

The overall view is that the MWE like to add information in three general areas. As seen in 6.2, the MWE like to make lexical reference specific by using post modifications. Secondly, they like to make the writer’s perspective explicit by using multiple theme frames and additional comments in post thematic position (Chapter 7). Thirdly, it is clear from analysis of MWE patterns for the presentation of “new” in the text that they also like to add focal detail to make specific the significance of the “new” information. This may be done in several ways.

Patterns of MWE presentation of “new” within the sentence show that the MWE like to use sentence structure to provide focus on “new” information (8.2). MWE presentation of “new” follows patterns of end focus in many cases. Sentence structures are sequenced following reader based considerations of end focus, including a Malawian variation on the periodic structure which makes use of anticipatory items for dramatic framing of the “new” in end constituent. They follow chronological sequencing when suitable, and place trailing constituents at the end of the sentences for end weight. Additional focal elements placed in pre or post “new” position provide an evaluation or justification to guide the reader to perceive the significance of the information.

Thematic progression patterns discussed in Chapter 8.3 show that the MWE follow the “given/ new” contract in general terms. In many texts, particularly the Narratives, the patterns show the strong cohesive power of theme.

Some degree of redundancy is necessary to the clarity of the message. In the MWE texts it arises chiefly from the statement/justification pattern mentioned with reference to the text structure above (9.2). This has implications for the way that “given” information is used to support the message presentation, and it can occur in two ways. The first is based on the notion that the MWE thematises what is most important to his topic. For example, in thematising a specific NP as subject, the MWE selects the passive voice based on the animacy hierarchy, discussed in 6.4. In

the statement justification/ pattern it may be a case of “first is most important”, so that the “new” information in the justification sentence is the most relevant to the previous statement and is therefore presented in theme. This pattern described in 8.2 means that the relation of the “new” to the concerns of the text is established by post “new” “given” of some kind. This role for “given” information is seen in the lexical chain analysis referred to in 8.4,5,6,7,8. The chains in all text types show the important role of lexis to the maintenance of the main text concerns through the text. There is little deletion or substitution, and “given” often recurs. As mentioned in 9.2, the lexical cohesion in the longer Reports and Editorials seems to have a stronger role in textual cohesion than the theme in the hypertheme and derived theme patterns of progression. The lexical chains support the relations between the hypertheme and a series of statements, and between the statement and its supporting evidence.

The second effect of the statement/justification pattern on the way “given” information supports the “new” is seen in the link between a statement and its evaluation. This is often made through anaphoric links in simple linear thematic progression which repeat not only referents but propositions of those referents, as exemplified from a Narrative and an Editorial in 8.3.1. The heavy thematisation the writer likes to use means that a complex sentence may carry an anticipatory series of subordinate and co-ordinate clauses preceding “new” in final position. However, it is frequently the case that these anticipatory items rehearse “given” information. In the News texts, exemplified in the discussion of the Editorial in 8.8, it often happens that the same propositions are repeated, through paraphrase, to which the writer adds his evaluative comment.

While these two points identify the way in which “given” has a supporting role for “new”, the patterns of sequence in presentation of “new” are made more complex by the MWE desire to clarify the information presented in some way. The detail can occur in any position in the sentence, or sometimes in an additional following sentence, as seen in the discussion of presentation of “new” in 8.2. While detail around the theme may be to establish the writer’s position, the interrupting construction placed before “new” is to put a specific perspective on the “new”. The detail after “new” is to restate for emphasis, clarify, justify, evaluate, and, as seen in the discussion of Editorials in 8.8, in some cases, each statement may be separated from the next by the insertion of a comment of some kind.

In Reports, the detail may be additional “new” information in subordinate position and not totally in harmony with the proposition of the main clause. While this may be

syntactically economical way of carrying several propositions in one sentence, and aim to enhance the newsworthiness of the main proposition, it can lead to problems, due to quantity of information to be processed.

The MWE notion of a clear pattern of information management in the news texts creates an aggregative style in the way the relations of “given” and “new” information build the sequence of propositions. He considers that the reader requires a good deal of redundant information in order to understand the message. Secondly, the writer seems to feel he is being judged as a successful communicator by how convincing his evidence is, and how much detail he includes to make the point of his message, and he relies on reader knowledge for verification. Since it may be assumed that the presentation of what is “newsworthy” is in line with the perceived goals of the text, this amount of detail, together with the sequencing patterns mentioned above, suggests the MWE have very different norms of information structure in longer News texts.

These characteristics make explicit the general views on the “nativisation of rhetorical strategies” mentioned in 2.3.3 as they are used by the MWE for his intra-national audience. Apart from strategies of linguistic display and grammatical explicitness to highlight significant information, for the MWE, the clarity of the message is enhanced in two ways: (i) by restatement of propositions of central concern to the text in “given”, and (ii) by addition of specific evaluative material which clarifies the general reference and makes it relevant to the current writing purpose.

These features are found in a simple form in the Narratives and in more complex patterns in the news texts, particularly the Editorials. If the complaint against the learner is that he simplifies, reducing redundancy, then the complaint against these Editorial and Report writers is that they “complexify”, increasing redundancy. This suggests they reflect a difference in the character of the transmission of information between the oral and literate cultures. As Chishimba (1983) suggested, regarding Grice’s (1975) maxims in the co-operative principle, the maxim of quantity in the co-operative principle is expanded, and the maxim of manner extends to indirectness. The oral mode of transmission allows a wide degree of creativity and cyclical repetition as a condition of incremental change (Gumperz & Gumperz 1982). This means there is a strong framework of “given” information into which the “new” is slotted. Narrative is the first acquired genre and is more closely linked with such conventions, where formulaic baggage and the aggregative build up of propositions is the norm. The themes, characters, rhythms and expressions are taken from oral mode.

At the same time the maxim of relation in the Grice (1975) co-operative principle is made stronger. The MWE need to make the referential material explicit by adding evaluative material of various kinds means the writer retains a degree of involvement with the text in line with his duties as a “knower” of information.

9.6 The implications for the status and use of English as a second language

9.6.1 The status and use of English as a second language in Malawi

This study is based on the current view in the literature that the post-colonial L2 English is in the “normalisation” phase (Magura 1984), where users adapt the learned code to their own communicative purposes. The principal value of English in Malawi remains as a lingua franca for intra-national communication, and English provides access to the international world body of knowledge. At a national level, the language policies relate to the forms of an international English, for the reception of educational knowledge. At the same time, the code usage expresses intra-national communicative needs.

The News text data represents one aspect of the way the L2 code is used to express those needs in public domains (government, business, education, and the media) in Malawi. In such domains, it has an expressive motivation for its use and carries out a pragmatic function. The comparison of student and newspaper writing profiles the acquisition of writing ability in L2 English. The style of code use signals norms of acceptability within the Malawian speech community, and may therefore be taken as representing the norms of usage in terms of what is feasible, what is possible, what is appropriate and what is performed (Hymes 1971). The data show the acceptability of a modified English in that context. This suggests we have an L2 dialect of a standard variety of English, which is mutually intelligible to other dialects, should the context be appropriate to the accommodation of variation (Jibril 1982). The users are native speakers of that variety in the sense that they claim membership of that speech community by using the code with knowledge and control (Davies 1991).

There are several options for the status and use of this kind of code usage. One view is to see this use of the L2 English as an inadequate version of the inter-national English. Another is to see this as an intra-national code use illustrating pragmatic expressive communicative needs which should be acknowledged as such, and such knowledge used to inform views on the use of this code. There are two linguistic varieties here, the international and the intra-national or “everyday” English. African writers with international status such as Soyinka, Achebe etc provide terrific models for an international variety of African English. Other African writers may aim more

specifically for a national audience. Exposure to both types of models is necessary. The intra-national models are closer to the community of users, and it is important for the sake of national identity that the national code usage is recognised for what it is. Not every Malawian, nor indeed every L2 English user, is going to need to communicate internationally.

Acceptance of the “modified” English as a goal in L2 writing will encourage the feeling of “ownership” and linguistic security. This acceptance will raise the prestige of that variety and encourage accommodation in interactions with others in the communication process. For the teachers, this will raise linguistic security and assist in adjusting their prescription of form to take into account prescription of communicative effectiveness. Language teachers need to ask themselves what are their criteria for “correctness”. Adjustment needs to be made to take into account the notion of communicative effectiveness in the appropriate context (national/international). The criteria for the correctness of an item in a particular context are: is it used? is it acceptable? is it intelligible?

This view raises questions concerning the status of the L2 English writing in the Malawian context, what it is used for, how it is taught, with what materials, and how this is relevant to the status and use of L2 English writing in a wider context. What are the implications for status and use of such styles in code use in L2 writing?

It is the goal of education to enable students to develop their potential, and in language teaching that means teaching the child the code and enabling them to use it to express themselves and articulate their views. The ability to express oneself is crucial to self-confidence. There is thus an expressive motivation for the use of English in addition to the instrumental or passive learning one.

A general tenet of education is to start from the current knowledge status of the student. At lower levels of study it would seem logical to develop L2 competence modelled on the robust influence of the L1 competence, by starting with traditional narratives and models of oral rhetoric. The MWE Narratives are examples of texts where the writer feels comfortable with the writing process. A positive development in Malawi in 1993 was the publication of an anthology of Malawian Literature for Junior Secondary (Kamlongera & Mwaza 1993). The text book includes both oral and written literature with examples of proverbs, songs, and traditional stories. The study focus is on content rather than style, but the texts are nonetheless providing models. The anthology of Malawian literature is therefore welcomed. It establishes the value of the oral literature by its incorporation into the L2 literacy. The use of

such models in English language teaching to develop awareness of the interactive participatory styles of oral rhetoric in a simple way will help bridge the divide between home/school. This can guide the preparation of materials for teaching writing in this context. If the teaching materials encourage the teacher to acknowledge the variation in presentation of information between the oral/literate traditions, and the communal/individual perspective on knowledge, an appreciation of traditional speech manners can then be transferred to a formal appreciation of literacy manners.

In the transition to academic writing, the student needs to detach himself from the notion of communal social knowledge, and establish the individual's critical objectivity, supported by communal book knowledge, or specialist literature. If register switch according to context of communication is a normal feature of linguistic life, that awareness needs to be exploited.

Knowledge of how to use language appropriately is part of the socialising process, like having a key to many doors. Communication is a "public relations" commodity. The teaching of English in the L2 situation must take this into account, focusing on the universals of the communication function: be clear, be humanly processible in on-going time, be quick and easy, be expressive (Slobin 1977), and an awareness of the context of communication.

9.6.2 The status and use of English as a second language in general

These conclusions have confirmed and taken further the work of those who described L2 English forms (Sey 1973, Tongue 1974, Nihalani, Tongue & Hosali 1979, Platt & Weber 1980) and usage (Chishimba 1983, Magura 1984). It has made specific in Malawian terms the notion of nativization (Kachru 1987, Smith 1987b) the logic of the propositions discussed in contrastive rhetoric (Kaplan 1966), and the study of forms for functions in contrastive speech acts (Y Kachru 1991, D'Souza 1991, Sridhar 1991, Tinkham 1993, Reynolds 1993).

The view that the MWE intra-national code use aims at goals closely related to L1 communicative norms suggests that the generalisability of the MWE characteristics described here, and their acceptability needs to be investigated. Further analysis of the textuality of such L2 Englishes can be undertaken using the databases in the International Corpus of English (Greenbaum 1990, Schmied 1990b). The established intra-national norms of code use seen in the MWE suggest an expansion in functional range, as the L1 communicative competence influences the colloquial idiom.

Variation dependent on context needs to be analysed in a wider database. This will share the prescriptive focus between the form and the communication process. There is a love of language and its effects which is obvious in the poetic force of the MWE, and other L2 English writing. This needs to be harnessed as a force for good to achieve effective communication.

This study has focused on the style of presentation of the message. This style arises partly from teleological intention, as seen in the discussion above, partly from the circumstances of its acquisition, and partly from features which characterise the L2 code as a learned language. Analysis of such features was not part of the remit of this study. However, as mentioned in the review of the literature (2.4.2), the stable learned forms of the L2 code can reveal much about language learning processes, as they show how the user changes the code for his own communicative purposes (Williams 1987). What may be argued is that the forms seen in the L2 code system represent the adaptation of the metropolitan code not only for socio-cultural needs, but also a “streamlining” process for ease of use as a learned code. This suggests that the concept of “nativisation” could be extended to include proficiency related lexicogrammatical features. This suggests a further use for the international corpus of English. This will acknowledge the SLA processes of internalising forms for specific functions (Ellis 1985), and, at the same time, draw on the concept of an L2 “communicative style” as part of a compensatory system.

This study does not aim to compare all L2 codes, but there is intuitively generalisability in these comments, towards the view that we have an evolving international L2 code of the kind Quirk intended in his suggestion for “Nuclear” English, but a more “user friendly” variety. This has evolved through the natural processes of second language acquisition and language contact. Its colloquial idiom has communicative style features which draw heavily on the users’ L1 communicative norms.

It is hoped that there will be a gradual convergence as the ideal goals of the educated elite will be “normalised” to the wider ranging goals of a literate population integrated with its own oral traditions. This description of characteristics of the MWE code L2 code aims to contribute to the discussion of the development of a “user friendly” English, shaped by user processes, and aiming to enhance user confidence with its own colloquial idiom. The L2 learner needs to find out and adopt the “speech manners” of his target literate community, whether intra or international. When you move into a new village you find out and adopt the ways of that village. In Applied

Linguistic terms, the solutions for ways to achieve this will be indigenous, while remaining open to the best ideas on the international circuit (Kandiah 1991:282). Applied linguists have been describing the “normalisation” processes in L2 English for some time. Let us be guided by received wisdom, and encourage the “normalisation” of the curriculum, syllabuses, and materials in the teaching of English as a second language.

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Appendix 1:

Database Texts:

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Group K: The Kalulu Stories (Nos 1,7,8,9,13,15)

Story 1 Kalulu Marries Beauty

- 1.1a Once upon a time there was an old elephant.
- 1.2a This elephant was King of a certain village in the Amazon basin.
- 1.3a He had a beautiful daughter
- 1.3b and her name was Beauty
- 1.4a She had a very good structure
- 1.4b so that most of the animals appreciated her.
- 1.5a About 50 metres from their village there was a river where most of the time her father used to gather with other animals
- 1.6a One day a lion went to the river and met the king
- 1.6b and said, "Mr Elephant, I would like to marry your daughter, Beauty."
- 1.7a The Elephant had nothing to say
- 1.7b but after a few minutes he asked the Lion, "Would you manage to do what I am going to tell you?"
- 1.8a "Yes," the Lion answered.
- 1.9a The Elephant asked him again, "Do you really want to marry my daughter?"
- 1.10a "Yes," the Lion answered happily.
- 1.11a "Okay, if you want to marry my daughter, you should cultivate my garden without resting," said the King.
- 1.12a The Lion agreed,
- 1.12b but when the day came to cultivate the garden, he did not make it and could not marry Beauty.
- 1.13a The following day came a Hippo to the King
- 1.13b and asked if he could marry his daughter.
- 1.14a He was told the same as the King told the Lion.
- 1.15a The Hippo challenged the other animals that he would marry Beauty
- 1.15b because he was more powerful than them.
- 1.16a He said many abusing words to his fellow animals.
- 1.17a The day came for Hippo to cultivate
- 1.17b but he also failed.
- 1.18a The other animals laughed at him.
- 1.19a At that time he was living on land,
- 1.19b but because he was ashamed, he ran away and jumped into the river.
- 1.20a After Hippo had failed, the King declared that there would be no one who was going to marry his daughter.
- 1.21a After the King had declared this, Kalulu appeared,
- 1.21b and told the King that he was going to cultivate without resting.
- 1.22a The King agreed,
- 1.22b but told Kalulu that he was the last one.
- 1.23a If he failed, there would be no one to marry his daughter.
- 1.24a The next day Kalulu came to cultivate.
- 1.25a He started working while the King was watching him.

- 1.26a He cultivated almost three quarters of the garden
- 1.26b and he felt that he was so tired
- 1.26c that he could not have continued working.
- 1.27a He had already told the Tortoise to set fire behind the King's house when Kalulu was tired.
- 1.28a He did what he was told
- 1.29a When the King saw the flames, he left Kalulu working
- 1.29b and when Kalulu was alone, he had a chance of resting.
- 1.30a When the King returned, he found that he had already finished working.
- 1.31a The next day there was a great party to commemorate the day when Kalulu married Beauty.

Story 7 The Lion and Kalulu's Ears 1

- 7.1a A long time ago, so long that no one can be able to tell, there lived many animals in the Nkhamanga plain.
- 7.2a Their king was the Lion.
- 7.3a He was a very cruel ruler
- 7.3b and all the animals disliked him
- 7.4a This king was very strong
- 7.4b and because of his strength he used to eat his friends as meat.
- 7.5a The other animals were very afraid of him.
- 7.6a They were not happy
- 7.6b but they could find no chance to criticise him for his bad behaviour.
- 7.7a They just kept quiet and humble.
- 7.8a His paws were so sharp
- 7.8b that if they touched somebody, there were only cuts on the body.
- 7.9a Because of this there was no peace among the animals.
- 7.10a Every animal was thinking, "Today or tomorrow I will be killed."
- 7.11a One day Kalulu thought very cleverly that he would go to the Lion's house to discuss with him on the issue.
- 7.12a He reached the house
- 7.12b and he spoke with cleverness and wisdom.
- 7.13a The Lion welcomed him.
- 7.14a Kalulu started to speak, "Sir, I am very sorry to tell you that in our village there is someone who says he is strong enough to fight you," he said.
- 7.15a The Lion was very angry to hear these words.
- 7.16a He said to himself, "I thought I am the strongest man in the world.
- 7.17a Who is this chap who says that he can stand against me, Lion, the King of the beasts?"
- 7.18a At last he said to Kalulu, "Alright, I have heard all what you have told me.
- 7.19a Now go and tell that fellow to meet me at the pool today before sunset."
- 7.20 "Thankyou King," Kalulu said.
- 7.21a He quickly ran to his house.
- 7.22a After reaching his house, Kalulu took three sharp sticks
- 7.22b and put them in a pool which had clear water.
- 7.23a Again he ran to the Lion's house
- 7.23b and said, "Sir, that fellow says that he is ready
- 7.23c and you will find him at the pool, as you had suggested yourself.
- 7.24a The Lion straight away ran to the pool without hesitation.
- 7.25a He looked down the pool
- 7.25b and saw the image of the sticks Kalulu had put in the pool.
- 7.26a At once he sprang into the pool
- 7.26b without thinking that the image he had seen was his enemy.
- 7.27a Unfortunately the sticks pierced him in his stomach.
- 7.28 This was the end of the life of King Lion.
- 7.29a When the animals heard about Kalulu's adventure, they were very happy
- 7.29b and held a big party to congratulate Kalulu.
- 7.30a They decided to honour him by giving him horns.

- 7.31a They tried to fix the horns on his head
- 7.31b but failed.
- 7.32a They just pulled his ears strongly
- 7.32b and that is why Kalulu has got big long ears.

Story 8 The lion and Kalulu's Ears 2

- 8.1a Once upon a time there was one king in the whole world.
- 8.2a His name was Lion.
- 8.3a He was a strong but cruel king.
- 8.4a He killed and ate his fellow animals
- 8.4b and they were afraid of him.
- 8.5a The other animals were not happy with the king's deeds,
- 8.5b but they neither tell him their sadness nor react
- 8.5c because they were afraid of being killed.
- 8.6a The Lion's feet were so big and strong
- 8.6b that if he struck someone with them, the other animal was left with many wounds.
- 8.7a One day Kalulu went to the king to chat with him.
- 8.8a He reached the Lion's house cleverly and courageously.
- 8.9a When the Lion saw Kalulu, he immediately rushed out of the house with anger to meet him,
- 8.9b but Kalulu cleverly saluted him
- 8.9c and the Lion saluted too.
- 8.10a "Halt!" ordered the King.
- 8.11a "How can I help you?"
- 8.12a "Oh King," cried Kalulu, "I am afraid to tell you that there is a certain king in this village who claims to be the strongest,
- 8.12b and he would like you and him to fight one day
- 8.12c so that we should judge who is the strongest."
- 8.13a The King was very angry
- 8.13b and he stayed for five minutes without saying a word.
- 8.14a "Go now and tell him
- 8.14b to meet me before sunset," ordered the Lion.
- 8.15a Kalulu ran home, sharpened his spears,
- 8.15b and went to a pond which had clear water
- 8.15c and set a trap with the spears.
- 8.16a He then ran back to the King.
- 8.17a "Your majesty, the other King has ordered me to tell you
- 8.17b that you should meet him at the pond.
- 8.18a He also said he hasn't any weapon."
- 8.19a The Lion went with Kalulu to the pond.
- 8.20a When they reached the pond, Kalulu told the Lion that his enemy was in the water.
- 8.21a When the Lion looked into the water he saw his reflection
- 8.21b and he thought that it was his enemy.
- 8.22a He jumped into the water with all his strength
- 8.22b so that he could kill his enemy
- 8.22c but unfortunately the spears which Kalulu had put in the water went into the lion's belly
- 8.22d and he died on the spot.
- 8.23a When the other animals heard what Kalulu had done, they whistled praising him.
- 8.24a Later they decided to honour him by putting horns on him,
- 8.24b but they failed.
- 8.25a So what they did was to pull his ears
- 8.25b so that they should become long.
- 8.26a This is why Kalulu has long ears.

Story 9 Kalulu kills the Lion

- 9.1a Long long ago the world was beautifully decorated by flowers.
9.2a There was nothing on the earth but animals.
9.3a The animals thought it wise to choose a leader,
9.3b so they chose Mkango the lion.
9.4a He was chosen to be their leader because he was strong enough to withstand all sorts of problems that they might face.
9.5a Mr Mkango the Lion was so happy
9.5b that he began boasting of himself and eating others.
9.6a The other animals feared him very much,
9.6b and for this reason they all disliked him for his bad response towards the others.
9.7a For quite a long time Mr Kalulu the Hare heard these complaints from his friends.
9.8a All other animals were discontented with him.
9.9a They thought of death all day long from their chief Mkango.
9.10a Mr Kalulu had a plan.
9.11a He went to the chief's house
9.11b where he told Mkango, "There is another chief in this area above you
9.11c who challenged that you cannot defeat him
9.11d though you have got as many soldiers as flies."
9.12a Mkango hearing this, thought of going to fight with him before sunset.
9.13a Mr Lion had such a wide foot
9.13b that his fellows thought, "If he treads on us we will be crushed to powder."
9.14a Mkango asked Mr Kalulu the Hare to tell the unthinkable chief
9.14b that they should meet at the boxing pitch.
9.15a Mr Kalulu ran as fast as he could with his bows and arrows down to the river where he thought there was a ford.
9.16a He put the arrows in the shallow water perpendicularly in the mud.
9.17a Kalulu the Hare returned to Mr Mkango
9.17b and told him that he should go and fight at that place.
9.18a Mkango quickly ran to the ford.
9.19a When he saw his reflection appearing in the water, he plunged into the water
9.19b aiming to catch his foe as he thought
9.19c but all was in vain.
9.20a He was stuck with the arrows which Mr Kalulu had trapped in the water
9.20b and died there.
9.21a Thus the data of killing the lion was fulfilled by Kalulu the Hare.
9.22a All the animals thanked Kalulu
9.22b and enjoyed themselves.
9.23a This story teaches us that we should never attempt being proud of your post
9.23b or else you might misuse it.
9.24a Thus Mkango, because he was a leader, he did whatever he wanted,
9.24b and his solution has been explained above.

Story 13 Kalulu tricks Hyena

- 13.1a Once upon a time there lived a big hyena by the lake shore.
13.2a He was unmarried
13.2b so one day when he went fishing he met a beautiful girl
13.2c whom he asked to marry him.
13.3a The hyena was told to be accompanied by a friend.
13.4a On the first day of his visit he went with Kalulu.
13.5a Kalulu was so jealous
13.5b that he thought of marrying the same girl.
13.6a That day Kalulu said nothing to Hyena about his desire.
13.7a On the way home Kalulu told his friend, "Oh dear! I have left back my staff.
13.8a May I go and take it?"

- 13.9a The Hyena, unaware that this was a trick, he agreed to wait on the road.
 13.10a Kalulu hurriedly turned back to the village
 13.10b and found that girl, the friend of Hyena.
 13.11a Kalulu stopped and said, "May I say something to you?"
 13.12a The girl promptly agreed.
 13.13a "I think," he started, "that it is not polite to marry a slave, you being a daughter of a chief."
 13.14a The girl was filled with surprise.
 13.15a "Are you telling me that he is a slave?"
 13.16a "Of course, yes!" answered Kalulu promptly.
 13.17a "He is my slave," he added.
 13.18a "I don't believe you," she answered.
 13.19a "If you don't believe my words," he continued,
 13.19b "Your eyes will see when we come again."
 13.20a "Very good," she answered with pride.
 13.21a "Seeing is believing."
 13.22a "So long the sun rises in the east and sets in the west, you are going to see," he departed.
 13.23a Once again for the second time they paid their visit to that girl.
 13.24a On the way when they were about two hundred metres from the village, Kalulu complained of
 a sudden attack on his foot,
 13.24b and begged Hyena to carry him on his back.
 13.25a Hyena, seeing the distance was very short, he agreed.
 13.26a As soon as they had just been seen, Kalulu shouted, "Hee! We have come!"
 13.27a The people turned and saw that Kalulu was on the back of Hyena smiling.
 13.28a "Can you see?" he shouted.
 13.29a "He is my slave."
 13.30a All the people laughed and laughed until tears ran down their cheeks.
 13.31a Hyena was in great surprise.
 13.32a "I am not his slave," he complained.
 13.33a The people laughed again.
 13.34a "Don't be silly, you are my slave!" Kalulu shouted.
 13.35a Consequently Hyena went home sorrowfully.
 13.36a Behold, ladies and gentlemen, choose a friend or companion whom you know is a good and
 promising one.

Story 15 Kalulu and the Wasps

- 15.1a Long, long ago, King Lion had a beautiful daughter.
 15.2a He called all the animals of the forest to come and celebrate on his daughter's birthday
 15.3a When the feast was ready, all the animals played and enjoyed themselves very much.
 15.4a The King announced that his daughter would get married to someone who was strong, honest
 and courageous.
 15.5a When the animals heard this they all got prepared.
 15.6a Among all the animals there was Hyena, Leopard, and Kalulu
 15.6b who showed that they would really struggle to win the king's daughter.
 15.7a Hyena was the first to meet the Lion.
 15.8a Hyena was told that he had to bring wasps and bees as a reward to the king,
 15.8b before he married the girl.
 15.9a "I am afraid wasps and bees are dangerous
 15.9b and no one can escape their sting," said Hyena, with his eyes on the girl.
 15.10a After the Hyena came Leopard
 15.10b who was eager and steady to marry the daughter.
 15.11a "You must collect wasps and bees for me if you want my daughter," commanded the Lion.
 15.12a Since the Leopard loved the Lion's daughter, he left the place without any word.
 15.13a He collected the bees though he could feel some stinging,
 15.13b but he didn't worry.
 15.14a He found the wasps after he had been already stung by bees.
 15.15a When he managed to collect the wasps, oh, they stung him so much

- 15.15b that he just left the bees and wasps there.
- 15.16a The Leopard went into the bush so exasperated.
- 15.17a That is why the Leopard is always fierce and angry.
- 15.18a The last animal was Kalulu.
- 15.19a "I am very happy to see the King and his daughter," said Kalulu cleverly.
- 15.20a "Why are you so happy, Kalulu?" asked the King.
- 15.21a "I have been told by the angry Leopard that I'll one day rule this forest," answered Kalulu.
- 15.22a The Lion looked puzzled.
- 15.23a "How can you rule this forest while your friends have failed to marry my daughter?" groaned the Lion.
- 15.24a When Kalulu heard this, he just turned his tail into the bush.
- 15.25a He called wasps only
- 15.25b because he knew that the King would not look at them for a long time.
- 15.26a Kalulu tied them on their waists.
- 15.27a That is why wasps have their thorax separate from their abdomen.
- 15.28a When the Lion saw what Kalulu had done, he was very happy.
- 15.29a The Lion didn't know that the wasps were by then wild with anger.
- 15.30a When Kalulu released the wasps, they were out of temper.
- 15.31a They stung the King so hard
- 15.31b that he just left the throne and his daughter who was too dear.
- 15.32a The Lion fled away into the bush.
- 15.33a From that time, the Lion is afraid of wasps
- 15.33b and whenever he meets Kalulu he deserts
- 15.33c because he thinks Kalulu has wasps with him.

Group D: Debate Style Stories. (Nos 4,5,6)

Story 4 The Challenge between Hands and Hoes

- 4.1a Once upon a time there was a challenge between Hands and Hoes.
- 4.2a Mr Hand said, "This farm is mine."
- 4.3a "No, this farm belongs to me," said Mr Hoe.
- 4.4a Mr Hand explained that he was the one who did most of the work carried out in farming,
- 4.4b whilst Mr Hoe could hardly do the work on his own.
- 4.5a Mr Hand continued to say that if Mr Hoe was argumentative, he should be put on a farm where there was a tree on it,
- 4.5b and be left to cut it alone without any support from anybody.
- 4.6a At that time Mr Hoe was quiet,
- 4.6b waiting for what Mr Hand wanted to do.
- 4.7a Mr Hand got all hoes, axes, and bush knives,
- 4.7b and put them in the bush,
- 4.7c then vociferated at the top of his voice,
- 4.8a "Let's see if you can clear out all the bush without the help of we hands."
- 4.9a Mr Hoe answered, "You Mr Hand, you have forgotten one thing.
- 4.10a Do you think you farm on your own without our help?"
- 4.11a "Yes, we can manage to do it without any difficulties," answered Mr Hand.
- 4.12a Mr Hoe said to Mr hand, "The food we have should be shared equally
- 4.12b because we both worked together."
- 4.13a Mr Hand answered, "It is impossible to share this food.
- 4.14a If you want some , you should go and farm on your own."
- 4.15a "OK, we shall see what we shall use when time for hoeing comes," said Mr Hoe.
- 4.16a Mr Hoe gathered all the knives, bush knives, axes, and all hoes
- 4.16b to see what Mr Hand would use during farming.
- 4.17a After a few days Mr hand found a dead pig which was killed by a lion,
- 4.17b but he left all the meat without eating it.
- 4.18a When Mr Hand saw the dead pig he wanted to cut it into pieces

- 4.18b so that it should easily be carried home,
- 4.18c but he didn't have any knife to use for cutting the meat.
- 4.19a He tried to get a stick to bisect the animal,
- 4.19b but he failed.
- 4.20a In order not to be shy, he fetched firewood,
- 4.20b and heaped it on the dead animal to roast the meat
- 4.20c so that it should easily be cut into pieces.
- 4.21a He did all this after struggling very hard.
- 4.22a The meat was sour
- 4.22b because the spleen burst in the stomach.
- 4.23a During the rainy season Mr Hand wanted to farm,
- 4.23b but he had nothing to use for clearing out the farm.
- 4.24a He tried to find this way and that,
- 4.24b but he still failed,
- 4.24c and that year he didn't farm.
- 4.25a The food he had was finished.
- 4.26a He wanted to do piece work for others
- 4.26b so that they would give him food,
- 4.26c but he failed,
- 4.26d since the works needed hoes.
- 4.27a One day he met Mr Hoe at the shebeen quins.
- 4.28a Mr Hoe asked, "How much have you harvested this year?"
- 4.29a Mr Hand answered in a low voice, "There is nothing in the farm apart from grass growing."
- 4.30a "Why didn't you hoe?" asked Mr Hoe.
- 4.31a "I had nothing to use for hoeing," answered Mr Hand.
- 4.32a "Why were you scolding me?" asked Mr Hoe.
- 4.33a "If you remember, one day you roasted meat without bisecting it
- 4.33b because you had nothing to use.
- 4.34a All this happened because of your foolishness.
- 4.35a You can't farm without any tool to use,
- 4.35b and we too can't work without anyone to hold us."
- 4.36a So Mr Hand begged forgiveness.

Story 5 The Ng'ombe (Cow) and the Nkhuku (Chicken)

- 5.1a One day morning the Ng'ombe said to the Nkhuku,
- 5.1b Who is more important, you or I?"
- 5.2a "Generally speaking, I am very essential on the world as a whole," said the Nkhuku.
- 5.3a The Ng'ombe laughed at him
- 5.3b and said, "Hear me.
- 5.4a If you don't know, it's your chance now to know that there is no one who is more important than I.
- 5.5a You should also take note that I am the only one who gives you master milk which he drinks and sells,
- 5.5b moreover I can manage to cultivate
- 5.5c and carry anything for your master when due."
- 5.6a The Ngombe continued talking and said, "If your master needs,
- 5.6b he can sometimes kill me for meat to eat or sell
- 5.6c so as to have money he needs for his family."
- 5.7a The Ng'ombe did not stop there, but he kept on saying: "My skin is also very essential in several ways:
- 5.7b shoes, belts, and beds need my help from my skin.
- 5.8a Then who are you to me after all?"
- 5.9a The Nkhuku was a good man and very political when speaking.
- 5.10a He said to the Ng'ombe, "Yes, the Ng'ombe, you have talked much
- 5.10b and of course made very important points,
- 5.10c but you have forgotten one thing.

- 5.11a I myself am of no use as you have already said,
 5.11b but let me also tell you how wonderful and important I am.
 5.12a If, here at home, a guest comes, the master needs to kill one member of my family,
 5.12b and not you as are there.
 5.13a Although the master should kill you, the guest won't say they had killed a member of your
 family because of him,
 5.13b no, but myself.
 5.14a If that guest goes back, he preaches my name all along his way
 5.14b and appreciates he went to somebody because of me."
 5.15a The Nkhuku added, "You shouldn't forget that at the funeral I am still needed.
 5.16a To indicate friendship, especially among girls and boys, you will always find me.
 5.17a I am above everything, delicious.
 5.18a I produce eggs which each and everybody likes very much.
 5.19a The other very important thing is that I am not troublesome.
 5.20a I don't need anyone to look after me all my life.
 5.21a I go all over the place alone.
 5.22a When the sun sets, I remember to come back home.
 5.23a But you, yourself, you can't go away alone
 5.23b unless there should be someone after you which is very shameful."
 5.24a Then where is your goodness?"
 5.25a When the Ng'ombe heard this he became so angry
 5.25b that he disappeared into the bush talking to himself madly.
 5.26a The Nkhuku mentioned such reasonable facts
 5.26b that now surely there is no one who hates hens.
 5.27a If there are some, they are few.

Story 6 Why goats have short tails and dogs have no horns.

- 6.1a Long, long ago lived a man who was called Mwiniziweto, meaning the owner of tamed
 animals.
 6.2a His village was Mwenipela in Karondama.
 6.3a He tamed dogs and goats.
 6.4a During that time dogs had horns
 6.4b and goats had long tails.
 6.5a One day he went to the garden to weed his marvellous green maize such as he had never had
 before.
 6.6a In his absence his fantastic animals began to quarrel with each other.
 6.7a Among these five dogs that he had tamed, Jack was the cleverest one
 6.8a For goats, Jane was the most cheerful one.
 6.9a Jack asked the goats, "Between us and you who are the more important to your master?"
 6.10a Out of the seven goats Jane answered, "It is we who are the more essential members at this
 place."
 6.11a "In which situation do you mean?" asked Jack with great anger.
 6.12a "Well if our master needs relish, he always kills us,
 6.12b and not you dogs!" announced Jane with great pride.
 6.13a "Ah! Then you aren't essential," Jack opposed.
 6.14a "Can you be proud because you are being killed?
 6.15a Then you must be silly indeed."
 6.16a "Well, you must think deeply, you dogs!"
 6.17a You are here just to finish our master's food," Jane said.
 6.18a "Let me tell you, we are the most powerful and dangerous soldiers for our master," Jack
 announced furiously.
 6.19a "We keep the watch throughout the night in both situations for your safety and our master's.
 6.20a Yet you blame us."
 6.21a "My friend that doesn't matter," argued Jane.
 6.22a "Don't you know that you're slaves of both our master and us."

- 6.23a "What! Slaves!
- 6.24a You mean we are slaves of you-u-u," exclaimed Jack with great anger.
- 6.25a "OK, let me go and call my fellow friends
- 6.25b so that you can verify your speech before them."
- 6.26a All other dogs came in a hurry with terrible noise.
- 6.27a They were all growling as they came closer to those goats.
- 6.28a Without asking they began to bite them.
- 6.29a Both different animals started fighting.
- 6.30a Indeed, it was a terrible fight.
- 6.31a Unfortunately the dogs broke all their horns which they were using for fighting as well.
- 6.32a Having seen that, they were extremely angry with those goats.
- 6.33a No soonest they grabbed the goats' tails
- 6.33b and cut them with their powerful teeth.
- 6.34a The tails remained very short as you see them now.
- 6.35a Indeed, it was a serious situation that nobody dared to put down.
- 6.36a Fortunately their master arrived at that place.
- 6.37a He was really horrified to see such disaster.
- 6.38a He ordered them to stop fighting at once.
- 6.39a Surely they observed his command and stopped it.
- 6.40a That is why you see dogs with no horns
- 6.40b and goats with very short tails.
- 6.41a It was due to that occasion which made the situation as it is today.
- 6.42a Remember, if you are both at the same place, don't be proud of yourself.
- 6.43a You should consider your fellow friends as you do consider yourself.
- 6.44a Only your deeds will make you appreciated by your friends.

Group S: Miscellaneous goal stories. (Nos 2, 3, 10, 11, 12, 14)

Story 2 The Pigeon

- 2.1a Once upon a time there was a man who kept a pigeon in a cage.
- 2.2a It was very unhappy in the cage
- 2.2b because it was a wise pigeon, who could even speak the language of human beings.
- 2.3a It wanted to be free to be able to fly over the world.
- 2.4a One day the man decided to go on a journey.
- 2.5a The pigeon asked him, "Please, master, if you meet any other pigeons, just greet them and tell them my best wishes."
- 2.6a The man said he would do so, as he was walking along country roads.
- 2.7a But strangely, all the pigeons he met pretended to be dead as soon as they saw him,
- 2.7b so the man walked past them.
- 2.8a When he came, the man told the pigeon all these things,
- 2.8b ending his tale in this way,
- 2.8c "Your pigeon friends all pretended to be dead, so I left them lying there."
- 2.9a The next morning when the man woke up, he saw his pigeon lying dead in its cage,
- 2.9b so he opened the cage, took out the pigeon, and threw it away in the shrubs behind his house.
- 2.10a The pigeon opened his wings and flew up to a high branch on which it perched.
- 2.11a There it spoke, "Thankyou."
- 2.12a You are no longer my master!
- 2.13a Those pigeons gave me a valuable advice.
- 2.14a They showed me how I could be free and leave your cage.
- 2.15a Thankyou."
- 2.16a Its moral is that it is not essential to reveal the secrets to domesticated pets,
- 2.16b since they can copy
- 2.16c and make something which can make you in great troubles.
- 2.17a It is just the same to buy a knife new
- 2.17b and try to cut your arm,

- 2.17c exactly you will be cut with it.
2.18a It will not say, "You are my master."

Story 3 Why Chickens Run When We Chase Them

- 3.1a Long ago there lived Mr M'gomera and his wife Nyam'wowo at Bonde in Nyika Plateau.
3.2a He built his splendid house near a road from Henga to Nthalire.
3.3a He kept a lot of animals such as sheep, goats, cattle, and chickens.
3.4a Chickens used to stay near them without fear.
3.5a It is far for someone to go on foot from Nthalire to Henga.
3.6a People on journeys had to spend a night at Bonde,
3.6b and used to lodge at Mr M'gomera's house.
3.7a He used to slaughter chickens only for his visitors, leaving other animals.
3.8a This happened for a long time
3.8b that chickens became few in number.
3.9a They were very furious to see that they were the most victims of all the animals.
3.10a They arranged a meeting to decide what they could do.
3.11a They chose cock to be their leader.
3.12a "I as your leader have suggested that whenever we are chased by a person, we should escape,"
suggested the cock.
3.13a "Yes," agreed all the chickens,
3.13b "That is the best way we can protect ourselves from being killed."
3.14a From that time, when Mr M'gomera tried to catch chickens, they were escaping.
3.15a This is why chickens run when we chase them.

Story 10 The story that lasted a week

- 10.1a Long, long ago in the village called Njelengwa, there was a famous king who had a beautiful daughter.
10.2a The name of the King was Katswayo
10.2b and his daughter was Lutamyio.
10.3a The king was very old at that time.
10.4a That was a bad period
10.4b because there were many locusts in the atmosphere
10.4c which ate the grains of maize in their storage.
10.5a These locusts also destroyed all vegetation which the people had planted.
10.6a Mr Katswayo's daughter was at the age of being married.
10.7a The time came for his daughter to be married.
10.8a Mr Katswayo the King told his messengers to go and announce to the people in the village
10.8b that they should all assemble a meeting to be held early in the morning.
10.9a In addition they told the people to be punctual.
10.10a All the people arrived at the meeting early in the morning.
10.11a Then the king stood up in front of them
10.11b and said the following words, "Listen my people,
10.11c I am too old enough to rule over you,
10.11d and my last hours have come, I mean death.
10.12a Beside me you see my daughter whose name is Lutamyio.
10.13a I would be very pleased if she could be married before I die.
10.14a My appeal is over to you gentlemen.
10.15a Anyone who is willing to marry my daughter should tell a story which will last one week.
10.16a If you want to marry my daughter, come to my house and tell me the story which will last one week.
10.17a There were many important men who were willing to marry his daughter
10.17b because she was so beautiful
10.17c that everyone admired her beauty.
10.18a The first rich boy came to the king to tell a story which would last one week.

10.19a "Now you can start your story," the king said.
 10.20a "Last year I was in Zambia
 10.20b and I visited many places
 10.20c and saw certain houses which are about 50 metres high," Trainson said.
 10.21a "I started working there as an officer,
 10.21b and that is why I am very rich.
 10.22a This is my story which I wanted to tell you."
 10.23a "You haven't told me the story to last one week,
 10.23b therefore you will not marry my daughter," the king said.
 10.24a Another boy whose name was Harrison came to tell him a story.
 10.25a "I went to Britain last month
 10.25b and I enjoyed myself very much there,
 10.25c that is why I am very rich in our village.
 10.26a That is all about my story," Harrison said.
 10.27a "You have also failed to tell me a story for one week," the king said.
 10.28a There was a poor farmer who also wanted to try.
 10.29a His name was David Chawezi.
 10.30a He went to the king
 10.30b and started to tell him a story.
 10.31a "Once upon a time there were many locusts in our village
 10.31b and they were very troublesome," David said.
 10.32a "There were many locusts in the atmosphere
 10.32b and one locust came and took a grain of maize from the storage,
 10.32c and went out.
 10.33a Another one came and did the same thing."
 10.34a He told the story for five days.
 10.35a "Have you finished your story?" the king asked.
 10.36a "No!" David said.
 10.37a "There are millions and millions of the locusts,
 10.37b so I must finish all of them.
 10.38a Another one came and took a maize grain and went out."
 10.39a The king stopped him after seven days
 10.39b and his daughter was very glad to see such a clever boy.
 10.40a At the end, Lutamy, his beautiful daughter was married to David Chawezi the poor farmer.
 10.41a David became very rich
 10.41b and he took the throne of King Katswayo.

Story 11 The Monkey and the Lizard

11.1a Long ago there lived a king
 11.1b his name was called Mwendanato.
 11.2a He had three children, two daughters and one boy.
 11.3a No one knew their names except their father.
 11.4a They were very beautiful
 11.4b so that everyone wanted to marry them.
 11.5a The King thought that his two daughters were old enough to be married.
 11.6a One day he sent his servant Mr Lizard to tell all the people
 11.6b to meet at the King's compound.
 11.7a The next day the people assembled at the King's.
 11.8a "I think you know that I have two daughters," said the King.
 11.9a "If there is anyone who can tell me their names, I will give him my two daughters and two bags of gold."
 11.10a When the King finished talking, the people went to their homes.
 11.11a They thought of means and ways of finding out the daughters' names,
 11.11b but they could not dig it out.
 11.12a There lived a Monkey who was very clever.

- 11.13a He went to the dambo,
- 11.13b he took two mango fruits.
- 11.14a He thought where did those girls usually play.
- 11.15a He found out that they always liked to play under a tree next to their house.
- 11.16a The following day early in the morning the Monkey climbed the tree before the King's children came.
- 11.17a As the children arrived, the Monkey threw a fruit,
- 11.17b the younger girl ran for it.
- 11.18a She called out her elder sister her name,
- 11.18b "Kalindi, Kalindi, the fruit is very sweet."
- 11.19a The Monkey threw another fruit down
- 11.19b and their brother picked it up and tasted it.
- 11.20a He called out, "Kalanda, Kalanda!"
- 11.21a The Monkey knew their names
- 11.21b and he was very happy.
- 11.22a He went to Mr Lizard
- 11.22b and told him the whole story.
- 11.23a Then the Lizard and the Monkey went to the King's house.
- 11.24a "I have found the girls' names," said the Lizard to the King.
- 11.25a What are their names?" asked the King.
- 11.26a The Lizard said, "Their names are Kalindi and Kalanda."
- 11.27a The Lizard was repeating the speeches the Monkey was talking.
- 11.28a "The Lizard is going to marry my two daughters
- 11.28b and have two bags of gold," declared the King.
- 11.29a At the end the people laughed at the Monkey
- 11.29b because he did not marry the girls.

Story 12 The Cock, the Frog and the Dove

- 12.1a Once the world was very different from what we have today.
- 12.2 The Cock, the Frog, and the Wild Dove lived together under one motherhood.
- 12.3a There lived a certain woman named Dzenje who took care of the three animals.
- 12.4a All of them lived in one house.
- 12.5a This woman didn't treat them equally, or in the proper manner.
- 12.6a Many times she gave a lot of food to the Cock
- 12.6b because she liked him best.
- 12.7a The rest lived a miserable life.
- 12.8a One day she cooked some porridge
- 12.8b and left it there on the fire
- 12.8c so that it should be really well cooked.
- 12.9 She told them to look after it by adding some firewood if it was low.
- 12.10a She went to draw some water in the river.
- 12.11a As soon as she left the Frog spoke.
- 12.12a "Today is the day we can teach a lesson to this wicked woman," the Frog said.
- 12.13a "What do you mean by saying such words?" the Cock said.
- 12.14a "I mean we will eat all this porridge in her absence
- 12.14b and leave her an empty pot," the Frog said.
- 12.15a "You will eat alone.
- 12.15b I'll just watch you," the Cock said.
- 12.16a "If you don't want to be with us here, you better step outside," the Wild Dove said.
- 12.17a The Cock stepped outside and stood on the verandah.
- 12.18a The Frog and the Wild Dove tried to get some porridge
- 12.18b but they failed.
- 12.19a There was a lot of flame
- 12.19b and also the pot was taller than themselves.
- 12.20a The Frog had an idea.
- 12.21a He told the Wild Dove to get a long reed about ninety centimetres long.

- 12.22a When he brought it, the Frog bored through its compartments
- 12.22b so that the porridge should easily be sucked in.
- 12.23a He had no knowledge of knowing the temperature of the porridge.
- 12.24a Now when the solution was made, he dipped the reed in the hot porridge, while the pot was still on the fire.
- 12.25a Suddenly the Cock flapped his wings and crowed outside the house.
- 12.26a With terror the Frog and the Wild Dove ran outside thinking that their mother was coming.
- 12.27a Then the Frog murmured and spoke, "Why have you tricked and frightened us with such pandemonium?" the Frog asked.
- 12.28a "So you mean you've run away because of me.
- 12.29a But know that your habits disgust our mother.
- 12.30a When mother comes, I'll still tell her all you're doing," the Cock said.
- 12.31a The Frog and the Dove entered the house in silence to start their feast.
- 12.32a The Dove told the Frog to start first.
- 12.33a The Frog stood on a stool
- 12.33b and took one end of the hollow reed in his mouth
- 12.33c and sucked the hot porridge.
- 12.34a As soon as he did this, it burnt the tongue and the membrane.
- 12.35a With some pain, he jumped carelessly off the stool.
- 12.36a While doing this, the reed tipped the pot
- 12.36b and all the hot porridge poured all over his body.
- 12.37a Suddenly their mother came and put down the bucket of water.
- 12.38 When she saw the incident, she asked what had happened.
- 12.39a When the Cock told her the whole story, she was very outraged.
- 12.40a "Now hear my orders because you have not listened to me.
- 12.41a From today until further notice you are chased away from my house.
- 12.42 The Wild Dove will go and live in the bushes.
- 12.43a The Frog will go to live in water where his wounds will get healed.
- 12.44 And for the Cock, he'll stay with me in his house built outside," their mother told them.
- 12.45a From that day we find Wild Doves live and lay eggs in trees.
- 12.46a Frogs live in water and on land.
- 12.47a They have a rough and moist skin
- 12.47b and in addition to that the voice isn't quite right.
- 12.48a It is because of that porridge which burnt their membranes.
- 12.49a Fowls are tamed by people
- 12.49b and are well respected because of being honest.

Story 14 Yatuta wins Tamara

- 14.1a This story is about a widow who had her daughter
- 14.1b and she wanted to become very rich
- 14.1c because many men had a desire of marrying this daughter
- 14.1d since she was very beautiful.
- 14.2 In the end she lost her daughter.
- 14.3a Long long ago there was a widow who had a very beautiful daughter.
- 14.4a Her name was Nyandovi
- 14.4b and her daughter was Tamara.
- 14.5a Many men wanted to marry her.
- 14.6a Nyandovi told the men that anyone who wanted to marry her daughter should first pay her the money
- 14.6b and then do three tests
- 14.6c and the one who would pass the tests was to marry her.
- 14.7a The tests were: to take up a gold ring which was at the bottom of a deep well filled up with water,
- 14.7b to remove away a heap of bones, which formed a hill near her house,
- 14.7c and to stay with her daughter in her house for the whole night without falling asleep.
- 14.8a Many men tried these tests to get the daughter

- 14.8b but failed.
- 14.9a As a result the widow became very rich.
- 14.10a One day a young man called Yatuta set out from his village far away from the widow's.
- 14.11a After travelling a very long distance he met a very tall man just like a blue gum tree.
- 14.12a He became so frightened that he began to run away.
- 14.13a The tall man said," Fear not, for I am not going to kill you."
- 14.14a Yatuta stood still.
- 14.15a The tall man asked him where he was going
- 14.15b and lastly he accompanied him.
- 14.16a They had just walked a few miles
- 14.16b when they saw an ant hill in front of them.
- 14.17a When they drew near they found that it was not an ant hill
- 14.17b but a very big man.
- 14.18a This man asked them where they were going,
- 14.18b and after telling him, he also accompanied them.
- 14.19a Now they were three.
- 14.20a After four weeks they reached Bungu, the widow's village.
- 14.21a They told her that they had come for her daughter.
- 14.22a She welcomed the three friends very well
- 14.22b and told them that they should first pay her the money
- 14.22c before she gave them the first test.
- 14.23a They gave her the fee,
- 14.23b then she told them the first test.
- 14.24a The three friends went to the well.
- 14.25a One of them, Buzi, the very big man, lay down and drank up all the water from the well.
- 14.26a Afterwards there came Bolo, the very tall man, who picked up the ring.
- 14.27a Yatuta brought it to the widow.
- 14.28a Next day Nyandovi took Yatuta to the heap of bones
- 14.28b and said, "You have passed the first test,
- 14.28c and now you have to remove this heap.
- 14.29a If you fail, you will not get Tamara for your wife."
- 14.30a Yatuta was very surprised
- 14.30b and he thought he would not be able to do it.
- 14.31a But he said to himself, "Because of the beauty of Tamara, I will try."
- 14.32a He told his two friends what the widow had told him.
- 14.33a The big man went immediately to the hill of bones
- 14.33b and ate up all.
- 14.34a The next day Yatuta stayed in the house with Tamara,
- 14.34b but because of the widow's magic, he fell asleep.
- 14.35a Tamara was unable to tell her mother what had happened
- 14.35b because she was prevented at the door by the tall man and the big one who were outside,
- 14.35c because there was no house big enough for them to get in.
- 14.36a Yatuta passed all the tests
- 14.36b and married the beautiful daughter with the help of Buzi and Bolo.

Group R: The Reports. (Nos 1,4,5,6,7,28,43,44,45,46)

Malawi News: March 11 1989. Floods devastate Lower Shire Areas

- 1.1a Out on normal duty in the Lower Shire this week, our reporting crew, comprising MK, AM, and headed by FM, got trapped by the floods at Bereu Trading Centre.
- 1.2a In these reports, they capture scenes in affected areas
- 1.2b and recount the swift rescue action taken by the government to evacuate the flood victims
- 1.3a The Government on Tuesday swiftly launched a major rescue operation in the Lower Shire
- 1.3b to evacuate thousands of people who were left marooned at Makhanga and Chiromo areas
- 1.3c due to floods which had reached dangerous levels on Monday night

- 1.4a The floods – believed to be the worst to hit the Lower Shire since 1956 – have left thousands of families homeless
- 1.4b and caused immense damage to crops, livestock and property,
- 1.4c whose estimated total value could be in excess of millions of Kwacha.
- 1.5a One person was reported dead in the disaster by Tuesday.
- 1.6a Contacted by phone yesterday, the Nsanje DC's office said the majority of people had been evacuated
- 1.6b and were temporarily sheltered at Bangula trading centre
- 1.6c where the Red Cross and other charities are expected to pitch tents and erect other makeshift shelters to accommodate victims
- 1.6d and provide them with relief provisions.
- 1.7a By yesterday, the DC's office said, it was still difficult to know the exact number of victims,
- 1.7b but estimated the figure at not less than 10,000 individuals for Makhanga and Chiromo areas.
- 1.8a More canoes and motor boats were deployed on Thursday to speed up the operations, the DC's office said.
- 1.9a The thriving trading centre of Makhanga -
- 1.9b which boasts several shops, an agricultural research project, an MCDE centre, MYP training base, railway and police stations –
- 1.9a Chiromo in Nsanje, and Nchalo in Chikwawa district are the most hard hit areas.
- 1.10a The Nchalo floods –
- 1.10b affecting a large area from Bereu village near the now almost washed away Mwanza river bridge, -
- 1.10a have forced the closure of the road from this point to destinations further south.
- 1.11a The floods,
- 1.11b bursting at the seams of Mw, Mphw, and Nkombe rivers,
- 1.11a have caused extensive damage to part of the vast sugar plantations and the irrigation system of Sucoma,
- 1.11c rendering homeless thousands of people at Bereu village and other villages surrounding Nchalo trading centre.
- 1.12a Until yesterday Sucoma officials were making an aerial survey and assessment of the damage to the sugar estate
- 1.12b and one senior officer at the floods' scene told MN on Wednesday
- 1.12c that it was going to take some days before the total cost of damage could be determined.
- 1.13a When Malawi News reached Bangula late Tuesday afternoon, the rescue operation at Makhanga and Chiromo
- 1.13b (areas only accessible by rail up to Chiromo Bridge)
- 1.13a had already swung into action.
- 1.14a Many rescued victims had temporarily sought shelter on the khondes of some shops at Bangula,
- 1.14b and more were streaming into the trading centre,
- 1.14c carrying the only possessions they could manage to save.
- 1.15a As we defied rains and proceeded to go to Chiromo bridge by foot,
- 1.15b covering a distance of two kilometres along the railway line,
- 1.15c we met more victims coming to Bangula,
- 1.15d most of them lost for words to narrate their ordeal.
- 1.16a "Can you believe that our village with all our bananas and other crops stood there only last week," said one elderly man,
- 1.16b pointing at an expanse of water.
- 1.17a Eric Damiano, 28,
- 1.17b carrying a small radio and some sugarcanes,
- 1.17a probably voiced out sentiments which were shared by many.
- 1.18a "I have seen and lived with floods for sometime,
- 1.18b but this time I am not going back to Makhanga,
- 1.18c even if the water recedes tomorrow."
- 1.19a A red cross official, who on Monday accompanied the first Police rescue boat to Makhanga, said

- 1.19b they found many people who had spent days on roof and tree tops waiting to be rescued.
- 1.20a It was pathetic to hear the distraught calls of people stranded.
- 1.21a Around Nchalo sugar transporters and other motorists on Wednesday suddenly found themselves driving towards a cul-de-sac of a "lake", just before the last plantations.
- 1.22a Travellers going either to Nchalo or Chikwawa have to cross the one-and-a-half kilometre distance of floods on foot,
- 1.22b taking one-and-a-half hours to wade through the waist deep water
- 1.22c in order to reach the bridge on Mwanza River.

Malawi News: March 11, 1989. Parliament proceedings

- 4.1a The MP for Salima Central, Mr A H, paid tribute to the Ngwazi
- 4.1b for providing maize, ground nuts and sugar to the people in S
- 4.1c when people there did not harvest enough food
- 4.1d due to drought which affected the district last year.
- 4.2a The MP for Mchinji, Mrs H K B, praised the Life President
- 4.2b for creating an infrastructure conducive to the promotion of agriculture in the country, which was the country's main source of income.
- 4.3a Mr TP said that his constituents were grateful to the Ngwazi for the rural piped water schemes and boreholes, primary schools at short distances and health facilities, and the postal agency at Biliwiri.
- 4.4a He congratulated the Ngwazi for his successful trip to Britain
- 4.4b and observed that President J Chissano's and Mme Chissano's visit to Malawi had cemented the already existing friendly relations between Malawi and Mozambique.
- 4.5a The member for Dowa North, Mr B L K B, said the people of Dowa were grateful to the Ngwazi
- 4.5b for establishing the Dowa West burley tobacco scheme which has helped improve the people's tobacco farming.

Malawi News 4-9 September 1989: Question time. Secondary Schools

- 5.1a Selection to some secondary schools is highly competitive
- 5.1b and that some schools may not perform well over a period of time,
- 5.1c the Minister of Trade, Industry and Tourism, Hon. R C told Parliament on Monday.
- 5.2a Hon. C was answering a question from the member for Dedza East, Mr JSMC,
- 5.2b who asked the minister for Education and Culture to improve those primary schools which, since they were established, did not send any single student to any secondary school.

Malawi News 6.4.89: Head Teachers must be efficient, responsible.

- 6.1a Efficient and responsible teachers should always be dedicated to duty and disciplined in any society,
- 6.1b the Ntchisi District Education Officer, Mr N K N, said on Saturday at Ntchisi boma.
- 6.2a Mr N was speaking at a daylong teachers' conference for the Ntchisi branch of the Teacher's Assoc. of Malawi (TAM) at Ntherere centre for the Malawi College of Distance Education.
- 6.3a The DEO urged the teachers to commit themselves to their profession by planning their work thoroughly as well as teaching effectively,
- 6.3b to accord the best education to children,
- 6.3c thus meeting the ministry's expectations.
- 6.4a He added that the ministry expected them to conform with government and Party regulations
- 6.4b to set a good example
- 6.4c since the society often copied whatever teachers did.

Malawi News 27.8.88: Bullets, Nomads clash ...

- 7.1a Bata Bullets,
- 7.1b who last week harassed Admarc Tigers 3-0,
- 7.1a tomorrow will set their sights on Limbe Leaf Wanderers at the Kamuzu Stadium Blantyre,

- 7.1b as the countdown to the third Gillette Nacet National Super League Championship continues.
- 7.2a To both teams, a loss is very much unwelcome,
- 7.2b since they are the only teams that may close in on league leaders MDC United.
- 7.3a Bata Bullets are currently on the second position on the league table
- 7.3b with 25 points from 13 games and with only 5 games to wrap up the league games.
- 7.4a This is a game Wanderers have to win,
- 7.4b if they are to regain the lost confidence of their faithfuls
- 7.4c which started dwindling when the team lost to the anchors of the league table, Red Lions, 0-1 several weeks ago.
- 7.5a The last time Bata and Wanderers met was in June, in the first round of the league, at the BAT ground in Blantyre
- 7.5b and they settled to a 1-1 draw.
- 7.6a If Wanderers,
- 7.6b who last Sunday were overran by Admarc Tigers 2-0,
- 7.6a are aiming to return home smiling, the defence of HG, FM, AC, and SK has to seal up all the holes drilled by Admarc Tigers.
- 7.7a In midfield, Godfrey Zimba, Charles Kachiwaya and Mike Mwesi need to be in top form,
- 7.7b if they are to help AM, TP, and ML to find their scoring boots.
- 7.8a Bata Bullets,
- 7.8b who have lately thrilled their fans with their great cohesion that has won them several games,
- 7.8a are expected to re-feature the players who man-handled Tigers.
- 7.9a In attack, will be the "wonder boy", Lawrence Waya,
- 7.9b to be supported by Charles Mbalule and John Phiri.
- 7.10a The midfield will retain the hard working trio of ML, EM, and CG,
- 7.10b while in defence GC, MN, MJ and AC will guard goalkeeper GW.
- 7.11a The game will be curtain-raised by a BAT Sportsman Trophy clash between Admarc Tigers and MHC.
- 7.12a Today, at the Escom ground in Blantyre, Bata Bullets and Escom will from 1.30 pm, line up to decide who goes to the next round, in a replay of the 3rd round of the Sportsman Trophy.
- 7.13a At 3.30 pm, at the same venue, unpredictable Admarc Tigers will confront BE, who are second from the bottom on the league table.

Daily Times, 14 Mar 1989. More die after tremor

- 28.1a The earth tremor that occurred at about midnight on Friday, has claimed more lives in Dedza.
- 28.2a Reports say that five more people have so far died from collapsing walls of their houses,
- 28.2b scores more were injured and left homeless in many parts of the district
- 28.3a At Gwengwe village in Chief Tambala, more than 40 houses collapsed,
- 28.3b killing a small girl, said the area party chairman for Chilunguzi, Mr FK.
- 28.4a Another small girl died instantly at Mjinji
- 28.4b due to falling debris of their house, reported Mr NK, a resident in the area.
- 28.5a Seven family members from Mayani Trading Centre miraculously escaped unhurt
- 28.5b when their house suddenly collapsed soon after the tremor.
- 28.6a Three more people were seriously injured by falling walls of their house at Chipangu Vge in Chief Tambala.
- 28.7a They were rushed to the hospital for treatment.
- 28.8a Houses in many villages have been badly cracked,
- 28.8b rendering them dangerous for occupation.
- 28.9a At Bembeke Agricultural Training Centre, 295 chickens became unconscious soon after the tremor.
- 28.10a The chickens,
- 28.10b which belong to a women's income generating group,
- 28.10a regained consciousness after sometime, agriculture staff at the Centre told Mana.
- 28.11a Hospital sources at the boma confirmed that they were receiving more patients who sustained injuries from collapsing houses.
- 28.12a In Mchinji a five year child is reported to have died

- 28.12b and an elderly woman got injured after being crashed by debris and falling beams following the Thursday tremor.
- 28.13a The boy is identified as Jesiya Binewell of Chiyendera Vge in Chief Mkanda's area.
- 28.14a The tremor is also reported to have cracked a number of buildings in many parts of the district.

Malawi News 3.9.1988: Chinese Acrobats to perform soon

- 43.1a A group of Chinese acrobats will soon arrive in the country
- 43.1b to stage several shows as part of a cultural exchange programme between Malawi and the Republic of China
- 43.2a During the group's tour of the country, it will, apart from staging normal public shows, also perform for some charities, among whom will be the Lions Club of the Capital City.
- 43.3a Disclosing this to the Malawi News, the club's public relations officer, Lion Dr Ahmed Kharodia, said
- 43.3b the group will perform for the Lions at a fund raising show scheduled for the Kamuzu Institute for Youth on September 14
- 43.4a Dr Kharodia,
- 43.4b who is also the second vice chairman for the club,
- 43.4a said proceeds from the show,
- 43.4c whose tickets will be selling at K10 for stalls and K5 for balcony,
- 43.4a will go towards the club's normal charity programmes.
- 43.5a These include assisting blind pupils, paying school fees for the needy and providing safe water supplies.
- 43.6a Tonight, the Lions will hold a Casino Night at the Lilongwe Hotel,
- 43.6b in another major attempt to raise funds for their various charities.
- 43.7a These two events are the first major fund-raising ventures by Lion Morgan Tembo since he took over as new chairman of the Capital City Lions Club.

Malawi News 3.9. 1988: Shop-Crashing Truck Hurts Two

- 44.1a Two children narrowly escaped death but sustained serious injuries.
- 44.2a The two children were rushed to Ntcheu District Hospital for treatment.
- 44.2b when a truck for a Zimbabwean operator plunged into a shop, the Changamtuwa Enterprise, at Mphate trading centre in Ntcheu on Thursday.
- 44.3a They had been waiting for their clothes which were being tailored at the shop.
- 44.4a The truck was travelling from Lilongwe,
- 44.4b carrying 28 tonnes of sugar from Dwangwa to Zimbabwe via Mwanza,
- 44.4c when it careered off the road and plunged into the front part of the shop,
- 44.4d injuring the children and damaging the sewing machine.
- 44.5a The shop owner, who was not hurt in the incident, later removed the goods from the shop into a store.

Daily Times 13.8. 1992: Driver Escapes Unhurt after Accident but gets the Sack

- 45.1a A driver with a major transport company in Blantyre escaped unhurt when he had an accident on Tuesday
- 45.1b but was not lucky enough to escape the wrath of his employees –
- 45.1c who have decided to sack him.
- 45.2a They have alleged he was carrying an unauthorised load of maize.
- 45.3a A spokesman of Fersons told the Daily Times one of their trucks overturned at Mandala just before the roundabout at around 4 am.
- 45.4a He said the truck was carrying unauthorised maize following his trip to Lilongwe to deliver tobacco.
- 45.5a On return the driver acquired an unauthorised load of maize from Dedza.
- 45.6a In his haste to unload the maize before reporting for work at 7 am, Jamu Makawa, the driver, was in a rush that caused him to overturn .

- 45.7a According to the spokesman, the driver is alleged to have said
- 45.7b the 30 tonne truck did not have brakes in a statement to the police.
- 45.8a He dismissed the claim
- 45.8b saying they had tried the truck and it has brakes
- 45.8c adding that after all the truck uses air type of brakes
- 45.9a The spokesman who claimed they were one of the highest paying companies
- 45.9b (paying the drivers an average of a thousand Kwacha a month)
- 45.9a said the concerned driver will lose his job
- 45.9c since he had abused his position.
- 45.10a "We know that other drivers are involved in this kind of trick," lamented the spokesman
- 45.10b who said only the police could assist them by checking the delivery note
- 45.10c to find out whether the load is authorised.
- 45.11a Meanwhile the company has confiscated the maize
- 45.11b waiting for the owner to come forward
- 45.11c so that payment for the transportation can be made formally.

Malawi News 10.8. 1991 City Vandalism Hampers Tree Cover Programme

- 46.1a Vandalism in the City of Blantyre, especially on the Chikwawa road, is making progress on the tree cover programme very difficult.
- 46.2a The City Council is alarmed at the rate of theft and destruction some people are doing to the trees that the programme is growing.
- 46.3a Seedlings are being stolen,
- 46.3b terminal shootings of the seedlings are being damaged
- 46.3c and some motorists would drive over some of them.
- 46.4a The supporting sticks, whose purpose is to train trees to grow straight up, are also being stolen
- 46.4b allegedly to be used for firewood.
- 46.5a "This is vandalism at all levels.
- 46.6a It's a sad story,
- 46.6b the problem is that people do not seem to realise
- 46.6c this programme is for their own benefit,"
- 46.6d a clearly disturbed Parks and recreation manager of City of Blantyre Mr Robert Kawiya said this week.
- 46.7a "This means instead of planting new trees, we will go back to replace the stolen or damaged seedlings.
- 46.8a It is like throwing money in a drain...
- 46.8b wasted labour and transport,
- 46.8c it's very costly business," Mr Kawiya said,
- 46.9a To counter the move the City Council is contemplating of deploring rangers at specified areas.
- 46.10a This however will not be enough to prevent the malpractice, Mr Kawiya said
- 46.10b appealing to the Blantyre residents to be responsible citizens.
- 46.11a This tree cover programme was instituted last year by the City of Blantyre as a counter for pollution.
- 46.12a 2,000 seedlings have since been planted.
- 46.13a Giving other reasons for starting the programme, Mr Kawiya said trees add beauty to the scenery,
- 46.13b they reduce noise and moderate temperature.
- 46.14a They are a source of fuelwood,
- 46.14b they offer shade to pedestrians
- 46.14c and are a home of varied birds and animals that are very important to the ecosystem.
- 46.15a When the programme to make the city green was started last year, it was not on the budget.
- 46.16a This year, and for the coming five years, the exercise is supposed to run,
- 46.16b K50,000 will be set aside every year.
- 46.17a About 4,000 trees are expected to be planted this year.
- 46.18a These will be planted on principal, secondary and tertiary roads of the city.

- 46.19a The programme, which is also a tree replacement exercise, will replace ageing trees in residential areas and traditional housing areas of the city.
- 46.20a The programme will also help the City Council embark on a forestry urban exercise
- 46.20b that will involve planting of trees in river areas, hills, catchment areas, dambos and conservation sites.
- 46.21a To meet all this demanding task, the City of Blantyre formed a Blantyre City Conservation committee.
- 46.22a Mr Kawiya also said he would like the tree planting to go hand in hand with landscaping like it was done at the Kenyatta drive
- 46.23a This committee will involve the City Council, government and non governmental organisations to highlight to the public the importance of trees, Mr Kawiya said.
- 46.22b but he was quick to point out that funds were not enough.
- 46.24a He said the City Council would welcome any kind of donations towards the programme.
- 46.25a Last year much of the work was done on the Kenyatta Drive
- 46.25b but this year it was learnt that emphasis will be put on the Makata Road,
- 46.25c where the council will plant a tree belt that will act as a screen at Ndirande Industrial area close to David Whitehead and Sons.

Group L: Letters to the Editor (Nos 8 – 22, 29,30,47,48,49)

Malawi News Aug 27-Sept 2 1988: Kwathu Art Group

- 8.1a Opposition is hereby given to the idea raised by Mr ES
- 8.1b that Kwathu Art Group should arrange to perform to some neighbouring countries.
- 8.2a The biggest barrier for such a trip, as far as Kwathu is concerned, will be language.
- 8.3a Chichewa, the language in which Kwa performs, is not as widely known in these other countries as it is in our country here.
- 8.4a Your suggestion, Mr S, could have been pertinent
- 8.4b had you said that the proposed trips be made by some of our top drama groups acting in the English language.
- 8.5a English, as you know, is widely spoken and known in neighbouring countries and farther afield.
- 8.6a I feel if Kwathu indeed travel outside the country,
- 8.6b they will end up losing money for nothing
- 8.6c because spectators will not get the full messages in their plays.
- 8.7a So, ignore this suggestion, Kwathu:
- 8.7b it pays to be economical.

Malawi News Aug 27-Sept 2 1988: It's Kwathu, not Kwaeni!

- 9.1a I feel this could be a very expensive venture by Kwathu
- 9.1b because only a very small percentage of people in neighbouring countries speak or understand Chichewa.
- 9.2a Here in Malawi, Kwathu could stage their Chichewa plays anywhere
- 9.2b and they will be able to communicate with their audience.
- 9.3a But this will not be the case in Zambia or Zimbabwe, for instance.
- 9.4a It was wrong for Mr S to compare drama with other disciplines like sports.
- 9.5a In football, netball, athletics and boxing, for example, action, and not dialogue, is the focal point.
- 9.6a In drama, however, dialogue and actions matter a lot.
- 9.7a Patrons should follow both the action and dialogue
- 9.7b and if the dialogue will be "Greek" to them, who will bother attending the shows?
- 9.8a I strongly urge Kwathu to stay at home, as the name suggests,
- 9.8b and they could boost their work by seeking sponsorship from companies or organisations, apart from individual well wishers.
- 9.9a Kwathu, don't go out of reach:
- 9.9b remember you are Kwathu and not Kwaeni!

Malawi News Aug 27-Sept 2 1988: Slack Belts

- 10.1a Why is it that there are no safety belts in buses?
- 10.2a This question is puzzling me now,
- 10.2b when safety belts are enjoying great emphasis and promotion from road and safety officials.
- 10.3a We, in buses, also need these belts
- 10.3b and this should start with bus drivers.

Malawi News Sept 3-9 1988: Taxing Plea

- 11.1a Taxi drivers are worrying me greatly over the fact that many of them seem to have thrown cleanliness to the wind.
- 11.2a For quite some time now, I have observed that many taxi drivers are not smartly dressed.
- 11.3a Shabbiness and dirty dressing seem the order of the day.
- 11.4a This is disgraceful,
- 11.4b particularly because some of the people these taximen ferry around are foreigners.
- 11.5a Please, taximen, you have done well in the past -
- 11.5b don't lose that cleanliness now.

Malawi News Sept 3-9 1988: Sickening Routine?

- 12.1a Compulsory health education lectures given to patients at hospitals and medical centres are very useful generally.
- 12.2a But I think exceptions should be made, where the situation demands it.
- 12.3a I was recently gravely concerned to see that among people who had to receive this lecture was a woman
- 12.3b who seemed so ill that she seemed to fail to pull herself together.
- 12.4a I wonder if she really enjoyed that lecture,
- 12.4b let alone kept the points covered.
- 12.5a I know that the lectures are vital because they are preventive -
- 12.5b and prevention, indeed, is better than cure.
- 12.6a But there surely should be a flip side to this well-known fact!

Malawi News Sept 10-16 1988: Empty Promise

- 13.1a Livingstonia Technical College is where my brother underwent a two year course.
- 13.2a A major highlight of the completion of the course, we had been told, was to be the provision of a basic tool kit to the brother and his other students.
- 13.3a This promise had been made in black and white on an intake form.
- 13.4a To my surprise, however, when this brother completed his course he came back empty handed.
- 13.5a Just what is happening?
- 13.6a When was this promise erased?

Malawi News Nov 5-11 1988: A Ticket to Ride

- 14.1a Mine is a complaint on how some Cityline conductors are mistreating passengers.
- 14.2a I was very flabbergasted to see a conductor refusing to allow people to board the bus.
- 14.2b just because they did not have exact bus fares.
- 14.3a This demand seemed the more unreasonable
- 14.3b because the conductor had a hefty bunch of coins.
- 14.4a I have seen this sort of attitude on two occasions
- 14.4b and, it seems, the conductors love doing this on their last trip before winding up the day's shift.
- 14.5a Please, stop this, conductors!

Malawi News Nov 5-11 1988: Court Plea

- 15.1a Last year two men appealed for sponsors to help promote table tennis.
- 15.2a But up to now, I have seen very little by way of effective response.
- 15.3a Can't the National Council for Sport and other such pertinent bodies do something positive?
- 15.4a Table tennis is a good game
- 15.4b which, if it is well managed, can put Malawi on the map of the world.
- 15.5a I am an optimistic person, you know:
- 15.5b and I am looking forward to a big bolster soon.

Malawi News Nov 12-18 1988: Screen Lie

- 16.1a Those who organise film shows at B Sec School from B Township can do well to stop taking students for a ride once too often.
- 16.2a These organisers like mounting posters
- 16.2b claiming that highly entertaining films are in and would be screened at the school.
- 16.3a Come screening time, however, the advertised films are nowhere to be seen,
- 16.3b and only substitutes – often old and torn films – are projected.
- 16.4a What a bad gimmick of drawing a large crowd!
- 16.5a I only hope this sort of cheating will not happen this new school session.

Malawi News Nov 12-18 1988: By George

- 17.1a Although I generally love George Matewere's columns of Kwinyani in this newspaper, and Kabwerebwere in Police Magazine,
- 17.1b I have a big problem:
- 17.1c the writer usually writes big words that cannot be easily digested.
- 17.2a The problem is that these words sometimes come one after another!
- 17.3a Please, George, try to use simple straightforward words in your articles.
- 17.4a Not all of us who read your articles have dictionaries near us!
- 17.5a In fact, George is used here as an example of many writers
- 17.5b who are guilty of using big words in their articles or short stories.
- 17.6a I know that big words sometimes save space and time in communication,
- 17.6b but the problem caused is usually enormous
- 17.6c – many readers don't understand the story,
- 17.6d they become bored and discontinue reading it.
- 17.7a Please, think "small", writers!

Malawi News Nov 12-18 1988: Cat, Dogs spoil the soup

- 18.1a While I appreciate that keeping pets like cats and dogs is good and great fun,
- 18.1b I want to point out that it is wrong to keep pets in public utilities like restaurants and bars (pubs).
- 18.2a The point is that certain people (customers) get very petrified with pets.
- 18.3a With pets around, such people feel out of place
- 18.3b and may not enjoy their food.
- 18.4a Worse than this, some of these pets snatch food from customers.
- 18.5a And I am speaking from experience here.
- 18.6a While I was having a meal in one restaurant in a sea side resort in Monkey Bay this other day,
- 18.6b a cat ate all my meat as I was temporarily engaged in an aside with a friend.
- 18.7a When I later asked the restaurant owner to replace the relish,
- 18.7b he refused and demanded that I pay him normally ,
- 18.7c for it was my carelessness that had made me lose the relish.
- 18.8a As for dogs, they are a menace to the public in several ways.
- 18.9a Even in a religious context, some regard dogs as profane
- 18.9b and if the dogs are found in a shop, it goes without saying that such people will not feel at home.
- 18.10a Please, restaurant owners, keep cats and dogs out of your business front.

Malawi News Nov 12-18 1988: On the Run

- 19.1a It makes me really sick to see that some parents and guardians leave their children roaming about, without going to school.
- 19.2a In villages and some rural areas, school "dodgers" are a common sight.
- 19.3a This is sad.
- 19.4a What parents and elders should know is that a good foundation of children's future is needed at an early age.
- 19.5a So, I feel pity seeing children of this age being forced to sell mangoes and other things at the market
- 19.5b instead of going to school.
- 19.6a Please, parents, let children be properly taught and guided.

Malawi News Nov 19-25 1988: Hands off George

- 20.1a Don't blame George Matewere if you are on different wavelengths.
- 20.2a If you can't afford flying, you cannot advise an airline company to stop flights.
- 20.3a You simply turn to other means of transport -a bus, a taxi, or matola.
- 20.4a If Kwinyani seems too difficult for you to grasp,
- 20.4b why not turn to other simpler columns like "Readers write" or short story?
- 20.5a My English has improved
- 20.5b after getting inspired by some of George's works, let me reveal!
- 20.6a Let's have more George!

Malawi News Nov 26-Dec 2 1988: Frown, smile.

- 21.1a I think many people will agree with me
- 21.1b that letters posted either from Lilongwe to Namitete, or Namitete to Lilongwe often take two to three weeks before getting to their required destinations.
- 21.2a I would therefore like to ask the post masters in these areas to help us
- 21.2b by trying to speed up things.
- 21.3a Could the Post Office, please, look into this matter?
- 21.4a Lastly, congratulations should go to the Post Office
- 21.4b for fixing telephones everywhere in the City.

Malawi News Nov 26-Dec 2 1988: Out of Step

- 22.1a Much as Gule Wamkulu dancers are a delight to watch at times,
- 22.1b I think it is wrong for such dancers to promote a habit of disturbing traffic by standing flash in the middle of the road.
- 22.2a This has often been a common sight in districts like Lilongwe, Dowa, and Salima,
- 22.2b where the dancers even act like traffic policemen.
- 22.3a We really respect our culture
- 22.3b but I think this is an "offside" move.
- 22.4a We don't want to witness accidents, please.

Malawi News March 29 1981: Soccer No Monotony

- 29.1a Kindly let me express my utter disappointment in Mr IEK,
- 29.1b who, in his letter published in the MN of Mar 22, invalidly thinks it is childish
- 29.1c writing letters in newspapers concerning sports, mostly at club level.
- 29.2a In case he doesn't know, as fans of either Bata Bullets or Limbe Leaf Wanderers, we love the team that appeals to us.
- 29.3a We love its standard of play, where football is concerned.
- 29.4a That is why it is always a pleasure to see our chosen team play,
- 29.4b not to mention talking and arguing in our team's support.
- 29.5a And to crown it all, we know what we are doing and why.
- 29.6a As for the distance that separates some fans from their best team, well, that doesn't worry us a row of pins,

- 29.6b bearing in mind we are supporting a team that is in our country and within our reach.
- 29.7a Surely Blantyre is not in heaven or is it?
- 29.8a His other worry of what people in other countries will say is yet another unnecessary type of worry
- 29.8b for Malawi News is our paper and we form it!
- 29.9a Lastly, though I am a resident of the Capital City, I'm 99% a BB supporter
- 29.9b who strongly feels it's just too sweet and early to stop, let alone a monotony, writing in support for our respective teams!

Malawi News March 22 1981: Winners – after all that stage pandemonium?

- 30.1a I wish to write concerning the National Drama Festivals, as from 1979/80/81, after reading GCM's letter.
- 30.2a I, being a small time playwright and director or producer of many plays, can tell some faults made by actors or actresses on stage.
- 30.3a Faults like giving the audience the back, speaking while the audience is laughing or applauding,
- 30.3b and making unnecessary background noise like drumming while an actor is speaking make it difficult for the audience to follow the play.
- 30.4a What's the use of acting on stage if the audience can't follow the play?
- 30.5a It's actually boring to watch a play you can't follow!
- 30.6a Very fortunately, I've been among the audience at the National Drama Festivals from 1979-1980
- 30.6b and this year I could actually see just a few mistakes listed above, being made by CSS, the winning school.
- 30.7a I couldn't follow "Crossed by Fate" in 1979, "Chiwaleso" in 1980, and "Daughters of their mothers" this year –
- 30.7b there was a lot of pandemonium going on on stage.
- 30.8a Luckily I've seen other groups like Chancellor College doing some of the Chichiri plays,
- 30.8b so I knew what Chichiri's noise was all about!
- 30.9a Well, if this kind of judgement passed by judges for reasons best known to themselves continues,
- 30.9b then I must point out that the aims of Drama Festivals will never be fulfilled -
- 30.9c it will be a failure
- 30.9d and many schools will cease taking part.

Malawi News Aug 27 1988: Why expel children?

- 47.1a Parents who are fond of chasing their daughters from their home, just because the daughters have come home late, must stop this habit!
- 47.2a Since such "expulsions" can be of the duration of two weeks or more,
- 47.2b just where do they think their daughters are staying?
- 47.3c And with whom?
- 47.4a I think such harshness does not redress the situation, at all.
- 47.5a Instead, it promotes prostitution and a resentment – on the part of the children – against parents and the home in which they were brought up.
- 47.6a Two wrongs do not make a right!

Malawi News Nov 12 1988: Fine move

- 48.1a I am impressed by the provision of a Cityline bus by the United Transport (Malawi) Ltd between Mzuzu and Nkhata Bay every weekend.
- 48.2a Now we are enjoying quick and easy transport between the two places.
- 48.3a Mini-buses that move serving people on this route daily are neither comfortable nor reliable particularly during month-ends when the mini-buses are jam-packed.
- 48.4a Although Cityline buses are meant to move in cities, Mzuzu is not too far from Nkhata Bay
- 48.5a and many people love doing most of their shopping in Mzuzu.

Malawi News Nov 19 1988: Crude Provision

- 49.1a Many retailers who sell raw brown sugar will agree with me
- 49.1b that the packing of raw sugar has a lot to be desired.
- 49.2a Very often, there are less than 40 packets in a 20 kg bale of sugar.
- 49.3a At one time, I actually found 33 packets only in a bale of sugar.
- 49.4a Although each of the packets weighed over 500 grams, I could not have decided on my own price other than the recommended retail price of 40t per packet.
- 49.5a As you can see, I even lost the little capital I had invested in the bale of sugar I purchased.
- 49.6a A friend who purchased three tonnes of sugar found 96 packets less.
- 49.7a Just imagine the loss!
- 49.8a In contrast, however, the packaging of the white refined sugar is never faulty.
- 49.9a Will the sugar manufacturers, please, look into this problem -
- 49.9b which is seriously cutting into our profits?

Group E: Editorials (Nos 32-40)

Malawi News Aug 27-Sept 2 1988: Business Rethink

- 32.1a Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered.
- 32.2a The Government has now set up a committee
- 32.2b to examine the problem of inflation in the country.
- 32.3a Some businessmen are likely to shrug
- 32.3b and assume that, once again, they will get away with it.
- 32.4a To such carefree people, we just want to proffer two loaded words:
- 32.4b watch out!
- 32.5a The announcement on the creation of this committee has made it clear
- 32.5b that the move has been taken against the background of concern by the Government
- 32.5c that people have had to face excessive prices on certain commodities in the country.
- 32.6a We would also like to point out the urgency the Government has underlined in probing into this whole problem:
- 32.6b the committee will start functioning immediately, the announcement stated.
- 32.7a The highlight of the announcement, of course, was the reference to the wise teaching His Excellency the Life President himself has given to business in this country –
- 32.7b that profits are best made not by overcharging consumers for goods and services,
- 32.7c but from large turnovers of goods at affordable prices.
- 32.8a It is unfortunate that despite such thorough guidance, some businessmen -
- 32.8b and here we mean both small and big businessmen -
- 32.8a continue to impose excessive prices on their goods and services!
- 32.9a Agreed, inflation has hit virtually every country in this world.
- 32.10a This is why people have had to dig deeper into their purses when purchasing goods and services.
- 32.11a But the people know when some people jump the limit in effecting unfair business practices.
- 32.12a This is why the people have complained
- 32.12b and – being the people's organ – the Government has reacted accordingly.
- 32.13a We must point out that, in the past, the Government has used many ways of checking unfair practices.
- 32.15a It would be folly for anyone to try the Government's patience farther!

Malawi News Sept 3-9 1988: Fertile ideas

- 33.1a Deep-rooted issues regarding fertiliser as a solution to increased crop production are currently being discussed.
- 33.2a The discussions are in the form of a week-long course currently underway in Blantyre on soil fertility, crop nutrition, use of fertilisers, and extension methods.

- 33.3a As may be guessed from the fairly high-flown topics, it is agricultural experts in their own right attending this course,
- 33.3b officers from the Ministry of Agriculture, the Agricultural Development and Marketing Division (ADMARC), the Smallholder Fertiliser Revolving Fund and Optichem (Malawi) Ltd.
- 33.4a The workshop is likely to provide much food for thought for the course participants.
- 33.5a This is so because there is much to reflect upon -
- 33.5b given the fact that fertilisers have been the key to the agricultural transformation Malawi has undergone,
- 33.5c to the extent of chalking up the feat of being self-sufficient in food for many years.
- 33.6a But even after having come this far, a deeper understanding of the magic stuff called fertiliser is needed for both experts and ordinary farmers.
- 33.7a Fertilisers are the product of laboratory and field tests, for example.
- 33.8a From time to time, these tests unveil breakthroughs or setbacks that need looking at afresh -
- 33.8b or else the stereotype expert may be caught on the wrong foot.
- 33.9a The other point is that ordinary farmers have generally acquired remarkable experience and knowledge in the use of fertilisers.
- 33.10a They are bound to be disgusted by so-called experts who cannot go beyond A, B, and C!
- 33.11a We, therefore, urge participants to take this course seriously,
- 33.11b particularly in the light of the fact that the nation's growing population of up to 7.9 million people increases the demand for more food quality and quantity from any plot of land.
- 33.12a The participation at the course is also impressive
- 33.12b in that it pools organisations involved in the production or transportation of fertilisers to farmers.
- 33.13a It is no secret that farmers have sometimes been hit by the non-availability of fertilisers,
- 33.13b either through production or transportation problems – or both.
- 33.14a This is sad.
- 33.15a The consolation now is that in these latter years, these problems have tended to diminish.
- 33.16a We hope the course will provide “fertile” ideas
- 33.16b and break new ground in the efforts by Malawians to make theirs an ever green land of plenty.

Malawi News Sept 10-16 1988: Business Front

- 34.1a Switchboard operators and receptionists must have learnt valuable lessons
- 34.1b that gave them deeper insights into the importance of their work.
- 34.2a The Polytechnic in Blantyre held the receptionists' workshop which ended yesterday.
- 34.3a We only hope that such workshops will be held more often
- 34.3b and that they will be down-to-earth in dealing with problems and challenges receptionists face in their career.
- 34.4a The sad truth is that receptionists in many Government and private establishments do not understand the importance of their public relations work.
- 34.5a It is not uncommon to find receptionists busy reading novels or other literature,
- 34.5b and not caring to immediately stop this when a client approaches.
- 34.6a Even when they seem to grudgingly stop their private business, they make the client feel unwelcome -
- 34.6b either because of their frowning faces
- 34.6c or because of the crude way in which they talk to the client.
- 34.7a As for the switchboard operators, the touch of unprofessionalism is also pronounced.
- 34.8a Clients are often not attended to in time -
- 34.8b usually because of unexplained dilly-dallying.
- 34.9a These weaknesses are most pronounced soon after employees start work officially, just before and after lunch, and just before knock off time.
- 34.10a On pay days, most operators somehow cover-up for long absences from work
- 34.10b by letting callers be entertained to an engagement tone almost the whole day!
- 34.11a This is sad and unprofessional!
- 34.12a As the Polytechnic workshop pointed out, this is also where and how business is lost by many establishments.

- 34.13a We hope these workshops will ensure that we see and hear the last of the unbecoming behaviour and conduct.
- 34.14a This can be made possible by employers' realisation
- 34.14b that operators and receptionists need thorough training and supervision
- 34.14c because they are the very frontline of their enterprises -
- 34.14d and can make or break their business in minutes.

Malawi News Nov 5-11 1988: Special Week/ Friendly Challenge

- 35.1a The current Poppy Flag week inaugurated by H E the Life President in Blantyre yesterday had got off to a good start,
- 35.1b with an appeal by the Malawi leader to his people to respond favourably to the charity cause.
- 35.2a The Commonwealth Ex-services League of Malawi (Celom) organises the week
- 35.2b to seek public assistance in cash and kind,
- 35.2c so that the organisation continues to improve the lot for veteran soldiers who had fought courageously in the past two world wars.
- 35.3a The Life President, who is Patron of Celom, made the first donation yesterday
- 35.3b and his appeal needs to be heeded by everyone in the country.
- 35.4a This is because the way veterans are now in great need in their old age and various physical weaknesses and handicaps.
- 35.5a As Celom – under the guidance of the Father and Founder of the nation, the Ngwazi – has shown,
- 35.5b the veterans are an indispensable asset for Malawi.
- 35.6a Although they fought wars at the beginning of the century, their valour brought honour to people in this country.
- 35.7a And they remain a great inspiration to our soldiers now serving in the revamped and modernised Malawi army.
- 35.8a We echo the Malawi Leader's appeal
- 35.8b that during the week, everyone in the country should make a contribution towards improving the lives and welfare of the war veterans.

Friendly Challenge

- 36.1a Excitement had enveloped Malawi and all other nations in this East and Central Africa region.
- 36.2a This is as it should be, for almost all nations in this part of the world can openly confess
- 36.2b that football has emerged as their most popular game.
- 36.3a We hope that even in this excitement, participants in the East and Central Africa Senior Challenge Cup this year will not lose sight of the important fact
- 36.3b that they are sportsmen.
- 36.4a Real sportsmen enjoy and, indeed, cherish the very chance of meeting and sharing ideas,
- 36.4b especially in a fairly long-drawn competition like this one.
- 36.5a They also know that despite the inevitable excitement and emotions, at the end of the day they can have a sigh -
- 36.5b because somebody wins and somebody loses.
- 36.6a We know that all participants are not only real sportsmen but also seasoned ones.
- 36.7a We wish them all a grand and memorable time in Malawi, the Warm Heart of Africa!

Malawi News Nov 12-18 1988: War on Aids

- 37.1a The Ministry of Health needs to be commended
- 37.1b for leaving no stone unturned in the fight against the deadly Acquired Immune Deficiency Syndrome (AIDS).
- 37.2a Over the past week, for example, Aids has been in the news in at least three respects:
- 37.2b Malawi hosted a three-day international workshop that drew high flown medical experts from 19 African countries;
- 37.2c Blantyre District Development Committee (DDC) members sought new ways of stopping the spread of the disease

- 37.2d and, only yesterday, the Government of Japan, through service bodies, gave the Ministry of Health a consignment of blood-screening equipment.
- 37.3a The three cited aspects of waging war against Aids are all needed.
- 37.4a Inter-action, through workshops and other forums, is a key way
- 37.4b nations in Africa and the world at large can hope to make much-awaited breakthroughs in finding a cure and a vaccine for the disease.
- 37.5a No nation can afford going it alone in this respect.
- 37.6a When institutions and individuals all over the country start reviewing social attitudes and adapting safe ways of avoiding Aids,
- 37.6b then things are looking up.
- 37.7a It shows that the efforts the Health Ministry had been making over the past few years of educating the public in the "do's" and "don'ts" about the deadly disease have sunk home – as they should.
- 37.8a From a technical point to view, it is imperative for the Health Ministry to have more equipment for diagnosing the disease.
- 37.9a This is why yesterday's presentation to Malawi of blood screening kits from Japan is most welcome,
- 37.9b and will help to make both urban and rural hospitals to be better equipped, regarding this disease.
- 37.10a We know that people throughout the world are keeping their fingers crossed about finding an Aids cure and vaccine.
- 37.11a But we need to underline a lesson we must have already heard before -
- 37.11b that prevention is better than cure.
- 37.12a A change in social behaviour, mainly curbing promiscuity-
- 37.12b since sexual intercourse is the main way of contracting Aids-
- 37.12a is needed.

Malawi News Nov 19-25 1988: Fine goal of Sportsmanship

- 38.1a A great event in sports – the East and Central Africa Senior Challenge Cup tournament – will come to a climactic end this afternoon in Blantyre.
- 38.2a Malawi and Zambia will parade at the Kamuzu Stadium for the last of a series of games in which eight nations of Africa took part during the past two weeks.
- 38.3a Anger, frustrations and disappointments are some of the unpalatable experiences football players, officials and spectators have had to put up with.
- 38.4a However, it is heartening to realise that, even in the face of the anger, frustrations, and disappointment, a spirit of compromise prevailed.
- 38.5a This is evidenced by the fact that no bad or embarrassing acts rocked the tournament.
- 38.6a That's where every participant scored.
- 38.7a We are proud of this because clean football is the delight of everyone.
- 38.8a It is small wonder that countries in Europe and other continents are beginning to discover that
- 38.8b Africa offers more than had fancied their eyes in the past.
- 38.9a But even more important reasons are a standing testimony to the usefulness of tournaments like this one ending today.
- 38.10a The very opportunity of brothers and sisters from various countries staying together for a considerable time deepens understanding and appreciation among them.
- 38.11a This is why we can look back and say, in more than one way, what a great time we have had.
- 38.12a We hope whichever way this afternoon's game goes, it will epitomise the wonderful sportsmanship that has characterised this tournament -
- 38.12b that of brothers and sisters bent on winning or losing gracefully.

Malawi News Nov 26-Dec 2 1988: Healthy Signs

- 39.1a News that the first-ever open heart surgery to be carried out in Malawi ended successfully recently at the Kamuzu Central Hospital in Lilongwe is very heartening.
- 39.2a A breakthrough like this one shows that things are looking up – and in a big way – within the Ministry of Health.
- 39.3a What is most striking is the fact that it is a Malawian doctor,
- 39.3b assisted by several other Malawian medical staff,
- 39.3a who carried out this delicate operation.
- 39.4a Obviously, this feat is one of the best fruits plucked from the Government's all out efforts of properly training employees in the Civil Service.
- 39.5a The special courage and confidence shown by the medical staff is commendable
- 39.5b and underlines the need for specialised personnel not only to amass knowledge but also to apply it.
- 39.6a We would be taking this breakthrough out of context if we did not point out that
- 39.6b it is one of a series being recorded in this country in various fields.
- 39.7a Almost every year, Malawi has recorded interesting firsts in various spheres.
- 39.8a International awards have come home, for example, in competitions ranging from rural housing to a radio play sample.
- 39.9a Further, Malawi has outstanding records in such important areas as political stability and competent management of its economy among others.
- 39.10a If any Malawian is asked why and how these strings of success stories unfold like this,
- 39.10b he or she will surely provide a ready answer -
- 39.10c that we owe it all to the Father and Founder of the Nation, HE the Life President, Ngwazi Dr H Kamuzu Banda.
- 39.11a It has taken a man of exceptional leadership qualities in the person of the Ngwazi
- 39.11b to build Malawi and the Malawians from oblivion to the world's forefront where they can be part and parcel of trend-setters.
- 39.12a We salute such breakthroughs.
- 39.13a They are signs of a healthy and thriving nation.

Malawi News Dec 3-9 1988: Patriotism scores

- 40.1a Malawi's development in football has received a new inspiration
- 40.1b in the personal donation of K48,500 by HE the Life President to the Malawi national football team.
- 40.1c in appreciation of their winning the East and Central Africa Senior Challenge Cup.
- 40.2a The Treasurer General of the Malawi Congress Party, Hon. John Tembo, presented the cheques on behalf of the Life President, to the Chairman of FAM, Justice Richard Banda, at a ceremony held at the Party's National HQ in Lilongwe.
- 40.3a The big donation by the Malawi leader has drawn cheers not only from the national football players themselves, but also from people throughout the country,
- 40.3b who are proud of the players for having emerged convincing victors in the hotly contested tournament in which eight teams participated.
- 40.4a The donation was the sweeter because it came soon after the players had been given an audience by the Ngwazi at Sanjika Palace in Blantyre,
- 40.4b where the national team went to show the Challenge Cup to the Head of State.
- 40.5a The honour of the audience –
- 40.5b where the Life President congratulated the players-
- 40.5a remains cherished history.
- 40.6a And the monetary gift is overwhelming -
- 40.6b for it is certainly the biggest lumpsum handled by the players in their football careers.
- 40.7a We salute the Malawi leader for – as usual- giving credit where it is due.
- 40.8a This follows the players' sportsmanly behaviour of winning through skill and hard work.
- 40.9a The donation is the latest in a series of personal efforts the Ngwazi has effected towards the development of football in this country.
- 40.10a This includes his sponsorship of the most prestigious cup in Malawi, the K12.000 Kamuzu Cup.

- 40.11a We hope the players now in the national team and even those not yet in it will see the
significance of doing the best for one's nation.
- 40.12a That is patriotism
- 40.12b and patriotism will always be a big score

Appendix 2

The Questionnaire with Sample Responses

Applied Linguistics Research Questionnaire

In order to assist me with part of my research, I would be grateful for your views on the 4 short texts in this questionnaire. They are written by users of English as an L2.

There are the same two types of inquiry on each. The first is asking you to respond as if you were a writing teacher, concerned with surface features. The second asks for an assessment of the text on four overall criteria

Please name your first language here

Write your name here if you wish

Thank you in anticipation for your assistance

Esther Daborn
PhD student

Text 1 - A Traditional Story - Please read the text below, and answer questions A and B

Kalulu the Hare and Mkango the Lion

Long, long ago the world was beautifully decorated by flowers. There was nothing on the earth but animals. The animals thought it wise to choose a leader, so they chose Mkango the Lion.

He was chosen to be their leader because he was strong enough to withstand all sorts of problems that they might face. Mkango the Lion was so happy that he began boasting of himself and eating others. The other animals feared him very much, and for this reason (they all disliked him for his bad response towards the others)

For quite a long time Mr Kalulu the Hare heard these complaints from his friends. All other animals were discontented with him. They thought of death all day long from their chief Mkango.

Mr Kalulu had a plan. He went to the chief's house where he told Mkango, "There is another chief in this area above you who challenged that you cannot defeat him, though you have got as many soldiers as flies."

- A As the writing teacher, what surface features would you single out for comment? Please underline the features in the text and comment as appropriate.

Comments:

Simile good - vivid style
not very descriptive

Problems: 'flowers' as agent

prep- choice

collocation

register e.g. response

challenge

wise

discontented

reference: animals does not include flowers

- B How would you rate the text as a piece of communication based on the four criteria below?

Criteria	Rating				
	++	+	OK	-	--
1 Organisation of ideas: well organised/ disorganised?	5	2	2	3	
2 Information provided: too much detail/ not enough?	2	2	4	3	
3 Clarity of expression: clear/ ambiguous?	1	3	5	2	1
4 Appropriacy of register: consistent/ inconsistent?	1	3	4	4	

Text 2 - A Letter to the Editor - Please read the text, and answer questions A and B

Soccer No Monotony

odd

W.W.

Kindly let me express my utter disappointment ^{to write} in Mr I E Kabiya who, in his letter published in the Daily News of March 22, invalidly ^{W.W.} thinks it is very childish writing letters in newspapers concerning sports (mostly at club level)

*repetition
Redundant*

In case he doesn't know, as fans of either Bata Bullets, or Limbe Leaf Wanderers, we love the team that appeals to us. We love ^{to talk} its standard of play ^{to argue} (where football is concerned) That is why it is always a pleasure to see our chosen team play, not to mention talking and arguing in our team's support.

And to crown it all, we know what we are doing ^{W.O.} and why. As for the distance that separates some fans from their best team, well, that doesn't worry us a row of pins, bearing in mind we are supporting a team that is in our country and within our reach! Surely Blantyre is not in heaven, or is it?

irony?

- A As the writing teacher, what surface features would you single out for comment? Please underline the features in the text and comment as appropriate.

Comments:

Spoken style

disorganised

not easy to read : redundant superfluous phrases

Register switch : formal / colloquial

Collocation : "utter disappointment"

lexis : "invalidly"

- B How would you rate the text as a piece of communication based on the four criteria below?

Criteria	Rating				
	++	+	OK	-	--
1 Organisation of ideas: well organised/ disorganised?		1	4	4	2
2 Information provided: too much detail/ not enough?			6	3	1
3 Clarity of expression: clear/ ambiguous?			1	7	2
4 Appropriacy of register: consistent/ inconsistent?			1	7	3

Text 3 - An Editorial - Please read the text below and answer questions A and B

Fertile Ideas

Deep-rooted issues ^{vague} regarding fertiliser as a solution to increased crop production are currently being discussed. The discussions are in the form of a week-long course, ^{collocation?} currently underway in Blantyre on soil fertility, crop nutrition, use of fertilisers and extension methods.

unwieldy { As may be guessed from the ^{vague} fairly high-flown topics, it is agricultural experts (in their ^{redundant} own right) attending this course - officers from the Ministry of Agriculture, the Agricultural Development and Marketing Division, the Smallholder Fertiliser Revolving Fund, and Optichem (Malawi) Limited.

The workshop is likely to produce much ^{pun} food for thought for the course participants.

Length { This is so because there is much to reflect upon - given the fact that fertilisers have been the key to the agricultural transformation that Malawi has undergone, to the extent of chalking up the feat of being self-sufficient in food for many years

register ↑

tense

Misrelated prep. phrase

- A As the writing teacher, what surface features would you single out for comment? Please underline the features in the text and comment as appropriate.

Comments:

very formal

Too many ideas in one sentence - eg last sentence

Vague lexis - fairly high flown: "regarding....solution"

Collocation: "chalking up the feat", "in their own right"

Overcomplicated sentences, subject late in sentence

- B How would you rate the text as a piece of communication based on the four criteria below?

Criteria	Rating				
	++	+	OK	-	--
1 Organisation of ideas: well organised/ disorganised?	3	4	4	1	1
2 Information provided: too much detail/ not enough?	1	5	5	1	
3 Clarity of expression: clear/ ambiguous?	1	2	4	5	1
4 Appropriacy of register: consistent/ inconsistent?	1	3	3	4	2

Text 4 - A News Report - Please read the text below and answer questions A and B

More Die After Tremor

ambiguous

The earth tremor that occurred about midnight on Friday has ^{ww} claimed more lives in Dedza. Reports say that five more people have so far died from collapsing walls of their ^{w.o.} houses, scores more were injured and left homeless in many parts of the district. At Gwengwe Village in chief Tambala, more than 40 houses collapsed killing a small girl, ^{ambiguous} said the area Party chairman for Chilunguzi, Mr Foster Kungwezo.

Another small girl died instantly at Mjinji due to falling debris (of their house) ^{redundant} reported (Mr Naweta Kachere) a resident in the area. Seven family members from Mayani Trading Centre miraculously escaped unhurt when their house suddenly collapsed soon after the tremor. Houses in many villages have been badly cracked, rendering them dangerous for occupation. ^{repetition}

At Bembeke Agriculture training Centre, 295 chickens ^(became unconscious) soon after the tremor. The chickens, which belong to a women's income generating group, regained consciousness after some time, agriculture staff at the centre told Mana

- A As the writing teacher, what surface features would you single out for comment? Please underline the features in the text and comment as appropriate.

Comments:

awkward style - more object fronting needed
word order
redundancy
not well organised
unexpected / irrelevant detail: chickens
comprehensive but naive

- B How would you rate the text as a piece of communication based on the four criteria below?

Criteria	Rating				
	++	+	OK	-	--
1 Organisation of ideas: well organised/ disorganised?	2	3	2	5	
2 Information provided: too much detail/ not enough?	2		6	2	1
3 Clarity of expression: clear/ ambiguous?		5	3	3	1
4 Appropriacy of register: consistent/ inconsistent?	1	4	2	5	

Appendix 3

Lexico-grammatical features of the MWE linguistic repertoire

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A3.1 Semantic Shift Listing – including favoured words for MWE concepts, and old English forms

Narratives

- K1.2 king of a certain village
- K8.12 there is a certain king in this village
- S10.20 and saw certain houses which are about 50 metres high
- K1.5 river where most of the time her father used to gather with other animals
- K1.7 Would you manage to do what I am going to tell you?
- K1.15 The Hippo challenged the other animals that he would marry Beauty
- K9.11 there is another chief in this area above you who challenged that you cannot defeat him
- D4.1 Once upon a time there was a challenge between hands and hoes
- D6.6 In his absence his fantastic animals began to quarrel with each other
- K1.17 The day came for Hippo to cultivate but he also failed.
- K1.19 because he was ashamed, he ran away and jumped into the river
- D4.20 In order not to be shy he fetches firewood and heaped it on the dead animal to roast the meat.
- K7.7 They just kept quiet and humble
- K7.6 they could find no chance to criticise him
- K1.29 he had a chance of resting
- K1.27 to set fire behind the King's house
- K7.20 Thankyou King Kalulu said.
- K7.23 you will find him at the pool
- K7.25 he saw the image of the sticks,
- K7.26 without thinking that the image he had seen
- K7.30 They decided to honour him by giving him horns.
- K8.24 they decided to honour him by putting horns on him
- K8.23 they whistled praising him
- K9.5 he began boasting of himself and eating others
- K8.5 The other animals were not happy with the King's deed
- K9.3 the animals thought it wise to choose a leader
- K13.3 The Hyena was told to be accompanied by a friend
- K8.19 The Lion went with Kalulu to the pond
- K13.6 That day Kalulu said nothing to Hyena about his desire
- S14.1 many men had a desire of marrying this daughter
- K13.13 "I think," he started," that it is not polite to marry a slave, you being a daughter of a chief.."
- K13.14 The girl was filled with surprise
- K13.26 Hee! We have come!"
- D2.8 When he came, the man told the pigeon all these things.
- K15.3 all the animals played and enjoyed themselves very much
- K15.33 From that time the Lion is afraid of wasps and whenever he meets Kalulu he deserts because he thinks Kalulu has wasps with him
- D4.21 He did all this after struggling very hard.
- D4.25 The food he had was finished
- D4.26 He wanted to do piece work for others so that they would give him food but he failed
- D4.32 Why were you scolding me?
- D4.36 Mr Hand begged forgiveness
- D5.19 The other very important thing is that I am not troublesome
- S10.31 there were many locusts in our village and they were very troublesome
- D6.1 meaning the owner of tamed animals
- D6.3 He tamed dogs and goats
- D6.20 Yet you blame us
- D6.22 you are slaves of both our master and us,
- D6.23 What! Slaves!

- D6.24 You mean we are slaves of you
- S10.8 Mr Katswayo the King told his messengers to go and announce to the people in the village that they should assemble a meeting to be held early in the morning.
- S11.7 The next day the people assembled at the king's
- S2.8 so I left them lying there
- S3.4 Chickens used to stay near them without fear.
- S3.5 It is far for someone to go on foot from Nthalire to Henga
- S3.12 whenever we are chased by a person we should escape.
- S3.14 when Mr M tried to catch chickens they were escaping.
- S3.15 This is why chickens run when we chase them
- S12.41 From today until further notice you are chased away from my house
- S11.27 The Lizard was repeating the speeches the Monkey was talking
- S14.7 The tests were: to take up a gold ring which was at the bottom of a deep well filled up with water, to remove away a heap of bones which formed a hill near her house, and to stay with her daughter in her house for the whole night without falling asleep.
- S14.19 Now they were three
- S14.33 The big man went immediately to the hill of bones and ate up all.
- S14.35 Tamara was unable to tell her mother what had happened because he was prevented at the door by the tall man and the big one who were outside because there was no house big enough for them to get in
- D6.12 Well if our master needs relish, he always kills us
- D4.27 he met Mr Hoe at the shebeen quins

News

- L16.5 I only hope this sort of cheating will not happen this new school session
- L47.1 chasing their daughters from home
- L48.3 Mini-buses that move serving people on this route daily are neither comfortable not reliable
- L48.4 Although Cityline buses are meant to move in cities, Mzuzu is not too far from Nkhata Bay, and many people love doing most of their shopping in Mzuzu
- R46.23 he would like the tree planting to go hand in hand with landscaping like it was done at the Kenyatta drive, quick to point out that funds were not enough
- L16.2 claiming that highly entertaining films are in,
- E40.4 The donation was the sweeter because it came soon after the players had been given an audience
- L29.9 it's just too sweet and early to stop
- L22.4 We don't want to witness accidents, please,
- E40.5 The honour of the audience – remains cherished history
- E38.10 The very opportunity of brothers and sisters from various countries staying together for a considerable time deepens understanding and appreciation among them
- L18.7 It was my carelessness that had made me lose the relish
- L20.3 a bus, a taxi or matola
- R46.20 a forestry urban exercise that will involve the planting of trees in river areas, hills, catchment areas, dambos and conservation sights.

Shift in word class (Coinages)

- K9.14 Mkango asked Mr Kalulu the Hare to tell the unthinkable chief that they should meet at the boxing pitch.
- D5.9 The Nkhuku was a good man and very political when speaking
- S12.2 The cock, the frog, and the wild dove lived together under one motherhood
- R4.4 President Chissano's and Mme Ch visit to Malawi had cemented the already existing friendly relations between Malawi and Mozambique
- R1.10 a large area near the now almost washed away Mwanza river bridge
- R1.17 probably voiced out sentiments which were shared by many.
- R7.4 This is a game wanderers have to win if they are to regain the confidence of their faithfuls.
- R7.7 need to be in top form if they are to help AM, TP , and ML to find their scoring boots.

R7.11	The game will be <u>curtain-raised</u> by a BAT Sportsman Trophy clash
R46.3	<u>Terminal shootings</u> of the seedlings are being damaged
L29.1	Kindly let me express my utter disappointment in Mr IEK, who, ..., <u>invalidly</u> thinks it is childish writing letters in newspapers concerning sports.
L48.3	particularly during the <u>month-ends</u> when the mini-buses are jam-packed
L16.3	Come <u>screening time</u> , however the advertised films are nowhere to be seen.
L11.3	Shabbiness and <u>dirty dressing</u> seem the order of the day
L22.1	to promote a habit of disturbing traffic by standing <u>flash</u> in the middle of the road
E38.8	Africa offers more than had <u>fancied their eyes</u> in the past
E40.6	it is certainly the biggest <u>lumpsome</u> handled by the players in their football careers
E34.7	As for the switchboard operators, the touch of <u>unprofessionalism</u> is also pronounced.
E37.1	The Ministry of Health needs to be commended for leaving no stone <u>untuned</u>

A3.2 Lexical Linking

A3.2.1 2 Verb Phrases: Narratives

K1.6	One day a lion <u>went</u> to the river and <u>met</u> the king and said, "Mr Elephant, I would like to marry your daughter, Beauty."
K1.12	The Lion agreed but when the day came to cultivate the garden, he <u>did not make</u> it and <u>could not</u> marry Beauty.
K1.13	The following day <u>came</u> a Hippo to the King and <u>asked</u> if he could marry his daughter.
K1.19	At that time he was living on land, but because he was ashamed he <u>ran away</u> and <u>jumped into</u> the river.
K1.21	After the King had declared this, Kalulu <u>appeared</u> and <u>told</u> the King that he was going to cultivate without resting.
K7.19	Now <u>go</u> and <u>tell</u> that fellow to meet me at the pool today before sunset.
K7.23	Again he <u>ran</u> to the Lion's house and <u>said</u> , "Sir, that fellow says he is ready and you will find him at the pool, as you had suggested yourself.
K7.25	He <u>looked</u> down the pool and <u>saw</u> the image of the sticks Kalulu had put in the pool.
K8.4	He <u>killed</u> and <u>ate</u> his fellow animals and they were afraid of him.
K8.5	The other animals were not happy with the king's deeds, but they <u>neither tell</u> their sadness <u>nor react</u> because they were afraid of being killed.
K8.13	The King <u>was very angry</u> and he <u>stayed</u> for five minutes without saying a word.
K8.14	" <u>Go</u> now and <u>tell</u> him to meet me before sunset," ordered the Lion.
K9.5	Mr Mkango the Lion was so happy that he began <u>boasting of himself</u> and <u>eating others</u> .
K9.17	Kalulu the Hare <u>returned</u> to Mr Mkango and <u>told</u> him that he should <u>go</u> and <u>fight</u> at that place.
K9.20	He was <u>stuck</u> with the arrows which Mr Kalulu had trapped in the water and <u>died</u> there.
K9.22	All the animals <u>thanked</u> Kalulu and <u>enjoyed</u> themselves.
K13.8	May I <u>go</u> and <u>take</u> it?
K13.11	Kalulu <u>stopped</u> and <u>said</u> , "May I say something to you?"
K13.27	The people <u>turned</u> and <u>saw</u> that Kalulu was on the back of Hyena smiling.
K13.30	All the people <u>laughed</u> and <u>laughed</u> until tears ran down their cheeks.
K15.2	He called all the animals of the forest to <u>come</u> and <u>celebrate</u> on his daughter's birthday
K15.3	When the feast was ready all the animals <u>played</u> and <u>enjoyed</u> themselves very much.
D4.5	Mr Hand continued to say that if Mr Hoe was argumentative, he should <u>be put</u> on a farm where there was a tree on it and <u>be left</u> there to cut it alone without any support from anybody.
D4.14	If you want some you should <u>go</u> and <u>farm</u> on your own
D5.3	The Ng'ombe <u>laughed</u> at him and <u>said</u> "Hear me.
D5.5	You should also take note that I am the only one who gives your master milk which he <u>drinks</u> and <u>sells</u> , moreover I can manage to <u>cultivate</u> and <u>carry</u> anything for your master when due."
D5.6	The Ng'ombe <u>continued talking</u> and <u>said</u> , "If your master needs, he can sometimes kill me for meat to <u>eat</u> or <u>sell</u> so as to have money he needs for his family."

- D5.7 The Ng'ombe did not stop there, but he kept on saying: "My skin is also very essential in several ways: shoes, belts, and beds need help from my skin."
- D6.25 OK let me go and call my fellow friends
- D6.33 No soonest they grabbed the goats tails and cut them with their powerful teeth.
- D6.39 Surely they observed this command and stopped it
- S2.10 The pigeon opened his wings and flew up to a high branch on which it perched.
- S2.14 They showed me how I could be free and leave your cage.
- S2.17 It is just the same to buy a knife new and try to cut your arm, exactly you will be cut with it.
- S10.8 Mr Katswayo the King told his messengers to go and announce to the people in the village that they should all assemble a meeting to be held early in the morning.
- S10.11 Then the King stood up in front of them and said the following words, "Listen my people, I am too old enough to rule over you, and my last hours have come, I mean death."
- S10.16 If you want to marry my daughter, come to my house and tell me the story which will last one week.
- S10.30 He went to the King and started to tell him a story.
- S10.38 Another one came and took a maize grain and went out."
- S11.22 He went to Mr Lizard and told him the whole story
- S12.17 The cock stepped outside and stood on the veranda
- S12.25 Suddenly the cock flapped his wings and crowed outside the house
- S12.27 Then the frog murmured and spoke, "Why have you tricked and frightened us with such pandemonium?"
- S12.37 Suddenly their mother came and put down the bucket of water
- S12.42 The wild dove will go and live in the bushes
- S12.45 From that day we find wild doves live and lay eggs in trees
- S14.25 One of them, Buzi the very big man, lay down and drank up all the water from the well.
- S14.33 The big man went immediately to the hill of bones and ate up all.

3.2.2 2 Verb Phrases: News

- R1.18 I have seen and lived with floods for sometime
- R28.2 scores more were injured and left homeless in many parts of the district
- R44.4 when it careered off the road and plunged into the front part of the shop, injuring the children and damaging the sewing machine.
- L8.5 English as you know is widely spoken and known in neighbouring countries and farther afield
- L9.1 I feel this could be a very expensive venture for Kwathu because only a very small percentage of people in neighbouring countries speak or understand Chichewa
- L19.6 Please parents let children be properly taught and guided
- L29.4 That is why is it always a pleasure to see out chosen team play, not to mention talking and arguing in our team's support
- E34.13 We hope these workshops will ensure that we see and hear the last of the unbecoming behaviour and conduct
- E34.14 This can be made possible by employers' realisation that operators and receptionists need thorough training and supervision because they are at the very frontline of their enterprises – and can make or break their business in minutes
- E36.4 Real sportsmen enjoy and indeed cherish the very chance of meeting and sharing ideas, especially in a fairly long drawn competition like this one
- E36.5 They also know that despite the inevitable excitement and emotions, at the end of the day they can have a sigh – because somebody wins and somebody loses
- E37.6 When institutions and individuals all over the country start reviewing social attitudes and adapting safe ways of avoiding AIDS, then things are looking up
- E38.12 We hope whichever way this afternoon's game goes, it will epitomise the wonderful sportsmanship that has characterised this tournament – that of brothers and sisters bent on winning or losing gracefully.
- E39.5 underlines the need for specialised personnel not only to amass knowledge but also to apply it.

A3.2.2 2 Noun Phrases: Narratives

- K7.12 He reached the house and he spoke with cleverness and wisdom
- K13.36 Behold ladies and gentlemen, choose a friend or companion whom you know is a good and promising one
- D4.24 He tried to find this way and that but he still failed
- D5.18 I produce eggs which each and everybody likes very much
- D6.3 He tamed dogs and goats
- D6.9 Between us and you who are more important to your master?
- D6.12 Well if your master needs relish he always kills us and not you dogs.
- S11.11 They thought of means and ways of finding out the daughter's names
- S12.23 He had no knowledge of knowing the temperature of the porridge
- S12.34 As soon as he did this it burnt the tongue and the membrane

A3.2.2 2 Noun Phrases: News

- R1.5 the Red Cross and other charities are expected to pitch tents and erect other makeshift shelters to accommodate victims and provide them with relief provisions.
- R1.8 More canoes and motor boats were deployed on Thursday
- R1.12 Until yesterday Sucoma officials were making an aerial survey and assessment of the damage
- R46.2 The City Council is alarmed at the rate of theft and destruction some people are doing to the trees that the programme is growing.
- R46.8 It is like throwing money in a drain, wasted labour and transport,
- L10.2 This question is puzzling me now, when safety belts are enjoying great emphasis and promotion from road and safety officials
- L11.3 Shabbiness and dirty dressing seem the order of the day
- L8.5 English, as you know, is widely spoken and known in neighbouring countries and further afield.
- L12.1 Compulsory health education lectures given to patients at hospitals and medical centres are very useful generally.
- L13.3 This promise had been made in black and white on an intake form
- L17.6 I know that big words sometimes save space and time in communication, but the problem caused is usually enormous – many readers don't understand the story, they become bored and discontinue reading it
- L19.4 What parents and elders should know is that a good foundation of children's future is needed at an early age.
- L29.5 And to crown it all we know what we are doing and why
- L30.2 I, being a small-time playwright and director or producer of many plays, can tell some faults made by actors or actresses on stage
- L40.11 We hope the players now in the national team and even those not yet in it will see the significance of doing the best for one's nation
- E32.1 Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered.
- E32.7 profits are best made not by overcharging consumers for goods and services, but from large turnovers of goods at affordable prices.
- E32.8 It is unfortunate that despite such thorough guidance, some businessmen – and here we mean both small and big businessmen – continue to impose excessive prices on their goods and services!
- E32.10 This is why people have to dig deeper into their purses when purchasing goods and services.
- E32.14 Culprits have been warned and others even taken to court or jail.
- E33.6 a deeper understanding of the magic stuff called fertiliser is need for both experts and ordinary farmers.
- E33.8 From time to time, these tests unveil breakthroughs or setbacks that need looking at afresh.
- E33.9 ordinary farmers have generally acquired remarkable knowledge and experience in the use of fertilisers

- E33.11 the nation's growing population of up to 7.9 million people increases the demand for more food quality and quantity from any plot of land.
- E33.12 organisations involved in the production or transportation of fertilisers to farmers.
- E34.3 We only hope that such workshops will be held more often and that they will be down to earth in dealing with the problems and challenges receptionists face in their career.
- E34.4 The sad truth is that receptionists in many Government and private establishments do not understand the importance of their public relations work.
- E34.5 It is not uncommon to find receptionists busy reading novels or other literature
- E34.14 This can be made possible by employers' realisation that operators and receptionists need thorough training and supervision because they are at the very frontline of their enterprises – and can make or break their business in minutes
- E35.8 during the week everyone in the country should make a contribution towards improving the lives and welfare of the war veterans.
- E36.5 They also know that despite the inevitable excitement and emotions, at the end of the day they can have a sigh – because somebody wins and somebody loses
- E37.4 Interaction through workshops and other forums is a key way nations in Africa and the world at large can hope to make much-awaited breakthroughs in finding a cure and vaccine for the disease
- E37.6 When institutions and individuals all over the country start reviewing social attitudes and adapting safe ways of avoiding AIDS, then things are looking up
- E38.10 The very opportunity of brothers and sisters from various countries staying together for a considerable time deepens understanding and appreciation among them.
- E38.12 that of brothers and sisters bent on winning or losing gracefully.
- E39.5 The special courage and confidence shown by the medical staff is commendable
- E39.10 If any Malawian is asked why and how these strings of success stories unfold like this, he or she will surely provide a ready answer
- E40.8 This follows the players sportsmanly behaviour of winning through skill and hard work.

A3.2.3 2 Adjectives: Narratives

- K7.7 They just kept quiet and humble
- K8.3 He was a strong but cruel king.
- K8.6 The Lion's feet were so big and strong, that if he struck someone with them, the other animals was left with many wounds.
- K13.36 Behold ladies and gentlemen, choose a friend or companion whom you know is a good and promising one
- K15.4 The King announced that his daughter would get married to someone who was strong honest and courageous.
- K15.10 After the Hyena came Leopard who was eager and steady to marry the daughter.
- K15.17 This is why the Leopard is always fierce and angry.
- D5.9 The Nkhuku was a good man and very political when speaking
- D5.11 I myself am of no use as you have already said, but let me also tell you how wonderful and important I am
- D6.18 "Let me tell you, we are the most powerful and dangerous soldiers for our master," announced Jack furiously.
- S12.21 He told the wild dove to get a long reed about 90 centimetres long
- S12.27 They have a rough and moist skin

2 Adjectives: News

- R6.1 Efficient and responsible teachers should always be dedicated to duty and disciplined in any society,
- L29.9 I'm 99% a BB supporter who feels it's just too sweet and early to stop
- L48.2 Now we are enjoying quick and easy transport between the two places.
- L48.3 Minibuses that move serving people on this route daily are neither comfortable nor reliable
- E32.8 and here we mean both small and big businessmen
- E33.13 either through production or transportation problems – or both.

- E34.11 This is sad and unprofessional
- E35.7 They remain a great inspiration to our soldiers now serving in the revamped and modernised Malawi army.
- E36.6 We know that all participants are not only real sportsmen but also seasoned ones.
- E36.7 We wish them all a grand and memorable time in Malawi, the Warm Heart of Africa!
- E39.13 They are signs of a healthy and thriving nation
- E33.7 Fertilisers are the product of laboratory and field tests, for example.
- E37.9 This is why yesterday's presentation to Malawi of blood screening kits from Japan is most welcome, and will make both urban and rural hospitals to be better equipped regarding this disease
- E38.5 This is evidenced by the fact that no bad or embarrassing acts rocked the tournament.

A3.2.4 2 Preposition Phrases/Adverbs

Narratives

- K7.19 Now go and tell that fellow to meet me at the pool today before sunset
- K7.24 The Lion straightaway ran to the pool without hesitation
- K7.28 That was the end of the life of King Lion
- K8.8 He reached the Lion's house cleverly and courageously
- K8.9 When the Lion saw Kalulu he immediately rushed out of the house with anger to meet him
- K8.19 The Lion went with Kalulu to the pond
- K8.22 He jumped into the water with all his strength
- K9.15 Kalulu ran as fast as he could with his bows and arrows down to the river where he thought there was a ford
- K9.16 He put the arrows in the shallow water perpendicularly in the mud
- K13.23 Once again for the second time they paid a visit to that girl
- D5.21 I go all over the place alone
- D 4.5 and be left to cut it alone without any support from anybody
- D4.10 Do you think you can farm on your own without our help?
- D6.26 All other dogs came in a hurry with terrible noise
- S2.9 and threw it away in the shrubs behind his house
- S10.10 All the people arrived at the meeting early in the morning
- S11.15 they always liked to play under a tree next to their house
- S11.16 The following day early in the morning the Monkey climbed the tree before the King's children came.
- S12.5 This woman didn't treat them equally or in the proper manner
- S12.8 and left it there on the fire
- S12.46 Frogs live in water and on land

News

- R45.3 one of their trucks overturned at Mandala just before the roundabout at around 4 am.
- E38.8 It is small wonder that countries in Europe and other continents are beginning to discover that Africa offers more than had fancied their eyes in the past.
- E35.2 organises the week to seek public assistance in cash and kind
- L29.6 As for the distance that separates some fans from their best team, well, that doesn't worry us a row of pins, bearing in mind we are supporting a team that is in our country and within our reach

A 3.3 Formulaic phrases, Newspaper register and figurative language.

A3.3.1 Formulaic phrases and lexis in Narratives

- K7.12. He reached the house and he spoke with cleverness and wisdom
- K8.8 He reached the Lion's house cleverly and courageously,
- K8.9 but Kalulu cleverly saluted him and the Lion saluted too.
- K15.10 Leopard who was eager and steady to marry the daughter
- K9.3 The animals thought it wise to choose a leader
- S2.2 it was a wise pigeon who could even speak the language of human beings

- K15.19 I am very happy to see the King and his daughter, said Kalulu cleverly
- S10.39 His daughter was very glad to see such a clever boy
- K 13.13 "I think," he started," that it is not polite to marry a slave, you being a daughter of a chief."
- D5.22 When the sun sets I remember to come back home. But you yourself you can't go away alone unless there should be someone after you which is very shameful.
- D4.20 In order not to be shy he fetched firewood and heaped it on the dead animal to roast the meat so that it should easily be carried home.
- S10.31 "Once upon a time there were many locusts in the village and they were very troublesome," David said
- K1.19 At that time he was living on land, but because he was ashamed he ran away and jumped into the river
- K15.33 From that time the Lion is afraid of wasps and whenever he meets Kalulu he deserts because he thinks Kalulu has wasps with him.
- D6.5 he went to the garden to weed his marvellous green maize such as he had never had before
- D6.25 OK, let me go and call my fellow friends
- S12.49 Fowls are tamed by people and are well respected because of being honest
- K8.13 The King was very angry and he stayed for five minutes without saying a word
- K15.12 Since the Leopard loved the king's daughter he left the place without any word
- K15.24 When Kalulu heard this he just turned his tail into the bush
- K1.7 The elephant had nothing to say
- K7.15 The Lion was very angry to hear these words.
- D4.19 He tried to get a stick to bisect the animal but he failed
- K7.31 They tried to fix the horns on his head but failed
- K8.24 Later they decided to honour him by putting horns on him, but they failed
- K15.23 "How can you rule this forest your friends have failed to marry my daughter?"
- K1.23 If he failed there would be no one to marry his daughter
- D4.24 He tried to find this way and that, but he still failed, and that year he didn't farm
- D4.26 He wanted to do piece work for others so that they would give him some food but he failed since the works needed hoes
- S11.11 They thought of means and ways of finding out the daughter's names, but they could not dig it out
- S14.8 Many men tried these tests to get the daughter but failed.
- K1.15 He challenged the other animals that he would marry Beauty because he was more powerful than them.
- K15.6 Among all the animals there was Hyena, Leopard and Kalulu who showed that they would really struggle to win the King's daughter.
- D4.21 He did all this after struggling very hard.

A3.3.2 Newspaper Register/ Labels/Clichés

Reports

- R1.2 capture scenes, recount swift rescue action, flood victims.
- R1.8 More canoes and motor boats were deployed
- R1.11 extensive damage, rendering homeless thousands of people
- R28.8 rendering them dangerous for occupation.
- R1.13 already swung into action,
- R1.15 lost for words to narrate their ordeal.
- R1.20 It was pathetic to hear the distraught calls of people stranded.
- R4.2 for creating an infrastructure conducive to the promotion of agriculture
- R6.3 to accord the best education for children
- R7.1 last week harassed Admarc Tigers, will set their sights on, the countdown to.,
- R7.2 close in on league leaders MDC United.
- R7.3 to wrap up the league games.
- R7.4 the team lost to the anchors of the league table.
- R7.6 If Wanderers are aiming to return home smiling.
- R7.7 lately thrilled their fans with their great cohesion, the players who man-handled tigers.

- R7.10 The midfield will retain the hard working trio
- R28.1 The earth tremor has claimed more lives.
- R28.5 Seven family members miraculously escaped unhurt
- R28.7 They were rushed to the hospital for treatment
- R44.2 The two children were rushed to hospital for treatment.
- R28.11 Hospital sources at the Boma confirmed, more patients who sustained injuries
- R44.1 narrowly escaped death but sustained serious injuries, plunged into a shop.
- R44.4 careered off the road and plunged into the front part of the shop
- R43.1 to stage several shows.
- R43.3 Disclosing this to the Malawi News, the club's public relations officer.
- R43.7 the first major fund-raising ventures
- R45.2 to escape the wrath of his employers, unauthorised load of maize.
- R45.8 he had abused his position.
- R45.9 lamented the spokesman
- R46.2 The City Council is alarmed at the rate of theft and destruction.
- R46.6 a clearly disturbed parks and recreation manager of City of Blantyre Mr Robert Kawiya said this week.
- R46.9 To counter the move .
- R46.11 as a counter to pollution.
- R46.10 the malpractice , appealing to the Blantyre residents to be responsible citizens. R46.20 help the City Council embark on a forestry urban exercise.
- R46.22 to highlight to the public the importance of trees.
- R46.23 he would like the tree planting to go hand in hand with landscaping like it was done at the Kenyatta drive, quick to point out that funds were not enough

Letters

- L9.7 And if the dialogue will be "Greek" to them who will bother attending the shows
- L9.8 they could boost their work, seeking sponsorship, apart from individual well-wishers
- L15.4 I am looking forward to a big bolster soon
- L29.5 And to crown it all, we know what we are doing and why
- L30.8 I knew what Chichiri's noise was all about
- L12.6 But there surely should be a flip side to this well-known fact
- L13.2 A major highlight of the completion of the course..
- L14.4 before winding up the day's shift
- L16.1 can do well to stop taking students for a ride once too often,
- L16.4 What a bad gimmick of drawing a crowd
- L19.2 school "dodgers" are a common sight,
- L18.9 if the dogs are found in a shop it goes without saying that such people will not feel at home
- L17.7 Please, think "small" writers!
- L20.4 If Kwinyani seems too difficult for you to grasp, why not turn to simpler columns
- L21.1 trying to speed up things,
- L22.1 Much as Gulewamkulu are a delight to watch at times.
- L49.1 the packing of raw brown sugar has a lot to be desired,
- L21.3 please look into this matter
- L49.9 Will the sugar manufacturers please look into this problem which is seriously cutting into our profits
- L13.3 This promise had been made in black and white on an intake form,
- L13.4 he came back empty-handed

Editorials

- E32.1 may count their days numbered,
- E32.3 they will get away with it
- E32.4 To such carefree people we just want to proffer two loaded words: watch out!
- E32.5 the move has been taken against the background of concern,
- E32.6 probing into this whole problem,

- E32.10 people have had to dig deeper into their purses,
 E32.11 some people jump the limit,
 E32.15 It would be folly for anyone to try the Government's patience farther
 E33.3 fairly high-flown topics, it is agricultural experts in their own right attending this course,
 E37.2 drew high flown medical experts from 19 African countries
 E33.5 to the extent of chalking up the feat of being self sufficient in food for many years,
 E33.11 in the light of the fact that the nation's growing population of up to 7.9 million people
 E33.12 it pools organisations involved in the production or transportation of fertilisers to farmers
 E34.1 deeper insights into the importance of their work,
 E34.3 down to earth in dealing with problems and challenges,
 E34.10 somehow cover-up for long absences from work
 E34.13 We hope these workshops will ensure that we see and hear the last of the unbecoming
 behaviour and conduct.
 E34.14 they are the very frontline of their enterprises and can make or break their business in
 minutes
 E35.1 The current Poppy Flag week... had got off to a good start,
 E35.2 continues to improve the lot for veteran soldiers
 E35.4 veterans are now in great need in their old age and various physical weaknesses and
 handicaps,
 E35.5 The veterans are an indispensable asset for Malawi
 E36.3 will not lose sight of the important fact that they are sportsmen
 E36.4 a fairly long-drawn competition like this one,
 E37.1 Ministry of Health needs to be commended for leaving no stone unturned in the fight
against the deadly AIDS
 E37.4 to make much awaited breakthroughs in finding a cure and a vaccine for the disease
 E33.8 From time to time these tests unveil breakthroughs and setbacks that need looking at afresh
 – or else the stereotype expert may be caught on the wrong foot.
 E39.6 We would be taking this breakthrough out of context, one of a series being recorded in this
 country in various fields,
 E39.12 We salute such breakthroughs
 E39.2 A breakthrough like this one shows that things are looking up and in a big way
 E37.6 When institutions and individuals all over the country start reviewing social attitudes and
 adapting safe ways of avoiding aids then things are looking up
 E37.5 No nation can afford going it alone in this respect
 E37.7 the "dos" and "don'ts" about the deadly disease have sunk home
 E37.10 people throughout the world are keeping their fingers crossed about finding an Aids cure
 and vaccine
 E37.11 We need to underline a lesson we must have already heard before – that prevention is better
 than cure
 E38.4 even in the face of the anger, frustrations and disappointment, a spirit of compromise
prevailed
 E38.7 We are proud of this because clean football is the delight of everyone
 E38.9 But even more important reasons are a standing testimony to the usefulness of tournaments
 like this one ending today
 E38.12 brothers and sisters bent on winning or losing gracefully
 E39.7 Malawi has recorded interesting firsts in various spheres.
 E39.4 Obviously, this feat is one of the best fruits plucked from the governments all out efforts of
 properly training employees in the civil service
 E39.11 to build Malawi and the Malawians from oblivion to the world's forefront where they can
 be part and parcel of trend-setters.
 E39.13 They are signs of a healthy and thriving nation
 E40.3 emerged convincing victors in the hotly contested tournament
 E40.11 We hope the players now in the national team and even those not yet in it will see the
 significance of doing the best for one's nation

A3.3.3 Imagery in News

- E40.12 This is patriotism and patriotism will always be a big score
L22.3 I think this is an "offside" move.
E38.6 This is where every participant scored
R7.6 the defence has to seal up all the holes drilled by Admarc Tigers
L11.3 Shabbiness and dirty dressing seem the order of the day
E33.1 Deep rooted issues regarding fertiliser,
E33.4 likely to provide much food for thought
E33.16 We hope the course will provide "fertile" ideas and break new ground in the efforts by
Malawians to make theirs an ever green land of plenty
L11.1 Taxi drivers are worrying me greatly over the fact that many of them seem to have thrown
cleanliness to the wind
L20.1 Don't blame George Matewere if you are on different wavelengths.
L29.7 Surely Blantyre is not in Heaven or is it?
E32.12 being the people's organ – the Government has reacted accordingly
E36.1 Excitement had enveloped Malawi and all other nations in this East and Central Africa
Region
E37.1 The Ministry of Health needs to be commended for leaving no stone unturned in the fight
against the deadly AIDS
E37.3 The three cited aspects of waging war against Aids are all needed

A3.3.4 Simile and Analogy in all text types

- R46.8 It is like throwing money in a drain
L29.6 As for the distance that doesn't worry us a row of pins
L22.2 dancers even act like traffic policemen
K9.11 though you have got as many soldiers as flies
S2.17 It is just the same to buy a knife new and try to cut your arm, exactly you will be cut with it.
It will not say "you are my master"
L20.2 If you can't afford flying, you cannot advise an airline company to stop flights.
L20.3 You simply turn to other means of transport – a bus, a taxi, or matola
K13.19 Your eyes will see when we come again
K9.13 if he treads on us we will be crushed to powder

A 3.3.5 Aphorisms in all text types

- K13.21 Seeing is believing
D6.18 we are the most powerful and dangerous soldiers for our master
D6.43 You should consider your fellow friends as you do consider yourself.
D6.16 Well, you must think deeply, you dogs!
D6.44 Only your deeds will make you appreciated by your friends
L47.6 Two wrongs do not make a right
L12.5 and prevention, indeed, is better than cure
L8.6 they will end up losing money for nothing
L19.4 a good foundation of children's future is needed at early age
E36.5 at the end of the day they can have a sigh – because somebody wins and somebody loses

A3.4 Special lexis/Register shift

A3.4.1 Special lexis in Narratives

- K1.4 she had a very good structure so that most of the animals appreciated her
D5.14 If that guest goes back, he preaches my name all along his way and appreciates he went to
somebody because of me
D6.44 Only your deeds will make you appreciated by your friends
K1.16 He said many abusing words to his fellow animals

- K1.31 a great party to commemorate the day when Kalulu married Beauty
- K7.11 One day Kalulu thought very cleverly that he would go to the Lion's house to discuss with him on the issue
- K8.7 One day Kalulu went to the king to chat with him
- K7.16 Who is this chap who says he can stand against me , Lion, the King of the beasts?
- K7.19 go and tell that fellow to meet me at the pool today before sunset
- K7.23 that fellow says that he is ready
- K8.5 they neither tell their sadness nor react
- K8.22 the spears which Kalulu had put into the water went into the Lion's belly and he died on the spot
- K9.4 strong enough to withstand all sorts of problems that they might face
- K9.6 they all disliked him for his bad response towards the others
- K9.8 All other animals were discontented with him
- K9.16 He put the arrows in the shallow water perpendicularly in the mud
- K9.19 he plunged into the water aiming to catch his foe
- K9.21 Thus the data of killing the lion was fulfilled by Kalulu the Hare
- K15.8 bring wasps and bees as a reward to the king
- D4.19 He tried to get a stick to bisect the animal, but he failed
- D4.33 If you remember, one day you roasted meat without bisecting it
- D5.26 The Nkhuku mentioned such reasonable facts that now surely there is no one who hates hens.
- D6.6 In his absence his fantastic animals began to quarrel with each other
- D4.7 then vociferated at the top of his voice
- D6.25 so that you can verify your speech before them
- D5.2 Generally speaking I am very essential on the world as a whole
- D5.7 My skin is also very essential in several ways
- D6.10 It is we who are the more essential members at this place
- D6.13 Ah then you aren't essential
- D5.17 I am above everything delicious
- S10.14 My appeal is over to you gentlemen
- S3.7 He used to slaughter chickens only for his visitors, leaving other animals
- D6.39 Surely they observed his command and stopped it
- K1.11 you should cultivate my garden without resting
- K1.12 the day came to cultivate the garden he did not make it
- S10.32 There were many locusts in the atmosphere
- S10.5 These locusts also destroyed all vegetation which the people had planted
- S10.9 In addition they told the people to be punctual
- S12.22 When he brought it, the frog bored through its compartments
- S12.23 He had no knowledge of knowing the temperature of the porridge
- S12.34 As soon as he did this he burnt the tongue and the membrane
- S12.48 It is because of that porridge which burnt their membranes
- K9.24 he did whatever he wanted, and his solution has been explained above
- D6.11 In which situation do you mean
- D6.19 We keep watch throughout the night in both situations for your safety and our master's
- D6.35 Indeed it was a serious situation that nobody dared to put down
- D6.41 It was due to that occasion which made the situation as it is today
- S12.24 Now when the solution was made, he dipped the reed in the hot porridge
- S12.38 When she saw the incident she asked what had happened -
- S12.41 From today until further notice you are chased away from my house
- S3.9 They were very furiously to see that they were the most victims of all the animals
- S12.29 But know that your habits disgust our mother
- S12.39 When the cock told her the whole story she was very outraged
- D6.37 He was really horrified to see such disaster
- K15.16 The Leopard went into the bush so exasperated
- K15.30 When Kalulu released the wasps they were out of temper
- S12.27 "Why have you tricked and frightened us with such pandemonium?"

A3.4.2 Special lexis in News

- L30.7 There was a lot of pandemonium going on on the stage
R1.20 It was pathetic to hear the distraught calls of people stranded.
L29.2 we love the team that appeals to us,
L29.3 we love its standard of play.
L17.1 Although I generally love George Matewere's columns
L48.5 many people love doing most of their shopping in Mzuzu
L14.4 conductors love doing this
E32.1 Businessmen who love getting rich quick
L47.1 Parents who are fond of chasing.. must stop this habit
L16.2 These organisers like mounting posters
L19.1 It makes me really sick to see
L19.5 I feel pity seeing children of this age being forced to sell mangoes...
L12.3 I was recently gravely concerned to see
L14.2 I was very flabbergasted to see
L18.2 The point is that certain people get very petrified with pets
E33.10 They are bound to be disgusted
L8.1 Opposition is hereby given to the idea raised by Mr ES
L 29.1 Kindly let me express my utter disappointment in Mr IEK, who, in his letter published in the MN of March 22, invalidly thinks it is childish writing letters in newspapers concerning sports.
L8.4 your suggestion could have been pertinent
L15.3 Can't the National Council for Sport and other such pertinent bodies do something positive?
L13.1 my brother underwent a two year course
L13.6 When was this promise erased
L14.1 Mine is a complaint on how some Cityline conductors are mistreating passengers.
L14.3 the conductor had a hefty bunch of coins
L47.4 such harshness does not redress the situation at all.
L47.5 It promotes prostitution and resentment
L18.6 I was temporarily engaged in an aside with a friend
L20.5 after getting inspired by some of George's works, let me reveal
L21.1 often take two to three weeks before getting to their required destinations
L22.1 wrong for such dancers to promote a habit of disturbing traffic by standing flash in the middle of the road
E32.3 Some businessmen are likely to shrug and assume that once again they will get away with it
E34.8 unexplained dilly-dallying
E38.3 Anger, frustrations and disappointments are some of the unpalatable experiences football players, officials and spectators have had to put up with
E38.5 This is evidenced by the fact that no bad or embarrassing acts rocked the tournament

A3.5 Intensification and Amplification of Lexis

A3.5.1 Intensification of Adjectives

Narratives

- K1.15 because he was more powerful than them
K1.26 He cultivated almost three quarters of the garden and he felt that he was so tired that he could not have continued working
K7.1 A long time ago, so long that no one can remember
K7.4 This King was very strong
K7.5 The other animals were very afraid of him.
K7.8 His paws were so sharp that if they touched somebody there were only cuts on the body
K7.15 The Lion was very angry to hear these words.

- K7.29 When the animals heard about Kalulu's adventure they were very happy
- K8.6 The Lion's feet were so big and strong that if he struck someone with them, the other animals was left with many wounds.
- K8.13 The King was very angry and he stayed for five minutes without saying a word
- K9.5 Mr Mkango the Lion was so happy that he began boasting of himself and eating others
- K13.5 Kalulu was so jealous that he thought of marrying the same girl.
- K13.20 "Very good," she answered with pride.
- K15.16 The Leopard went into the bush so exasperated.
- K15.17 That is why the Leopard is always fierce and angry.
- K15.20 Why are you so happy?
- K15.28 When the Lion saw what Kalulu had done he was very happy
- K15.31 They stung the King so hard that he just left the throne and his daughter who was too dear
- S2.2 It was very unhappy in the cage
- D5.1 Who is more important, you or I?
- D5.2 Generally speaking I am very essential on the world as a whole
- D5.7 My skin is also very essential in several ways
- D5.9 a good man and very political when speaking
- D5.17 I am above everything delicious.
- D5.25 he became so angry that he disappeared into the bush talking to himself madly
- D6.15 Then you must be silly indeed!
- D6.18 we are the most powerful and dangerous soldiers for our master
- D6.32 Having seen that, they were extremely angry with those goats.
- D6.37 He was really horrified to see such disaster
- S10.3 The king was very old at that time
- S10.11 I am too old enough to rule over you, and my last hours have come, I mean death
- S10.17 because she was so beautiful that everyone admired her beauty.
- S10.21 and that is why I am very rich
- S10.25 and that is why I am very rich in our village
- S10.31 there were many locusts in our village and they were very troublesome
- S10.41 David became very rich
- S11.4 They were very beautiful so that everyone wanted to marry them
- S11.5 The King thought that his two daughters were old enough to be married
- S11.12 There lived a monkey who was very clever
- S11.18 Kalindi, Kalindi, the fruit is very sweet
- S11.21 The Monkey knew their names and he was very happy
- S12.39 When the cock told her the whole story she was very outraged
- S12.1 Once upon a time the world was very different from what we have today
- S14.1 This story is about a widow who had her daughter and she wanted to become very rich
- S14.9 As a result the widow became very rich.
- S14.30 Yatuta was very surprised and he thought he would not be able to do it

News

- R5.1 Selection to some secondary schools is highly competitive and that some schools may not perform well over a period of time
- R7.2 To both teams a loss is very much unwelcome , since they are the only teams that may close in on league leaders MDC United.
- R46.1 Vandalism in the City of Blantyre, especially on the Chikwawa road, is making progress on the tree cover programme very difficult.
- R46.6 a clearly disturbed Parks and Recreation Manager of City of Blantyre Mr Robert Kawiya said this week
- R46.14 They are a source of fuelwood, they offer shade to pedestrians, and are a home of varied birds and animals that are very important to the ecosystem
- L8.3 Chichewa, the language in which Kwathu performs, is not as widely known in these other countries as it is in our country here.
- L8.5 English, as you know, is widely spoken and known in neighbouring countries and further afield.

- L29.9 I'm 99% a BB supporter, who strongly feels it's just too sweet and early to stop
- L12.1 Compulsory health education lectures given to patients at hospitals and medical centres are very useful generally.
- L12.5 I know that the lectures are vital because they are preventive – and prevention, indeed, is better than cure.
- L14.2 I was very flabbergasted to see a conductor refusing to allow people to board the bus
- L16.2 Those organisers like mounting posters claiming that highly entertaining films are in
- L17.6 but the problem caused is usually enormous
- L18.2 The point is that certain people (customers) get very petrified with pets.
- L19.1 It makes me really sick to see that some parents and guardians leave their children
- L20.4 If Kwinyani seems too difficult for you to grasp
- E37.9 This is why yesterday's presentation to Malawi of blood screening kits from Japan is most welcome, and will make both urban and rural hospitals to be better equipped regarding this disease
- E38.9 But even more important reasons are a standing testimony to the usefulness of tournaments like this one ending today.
- E39.1 News that the first ever open heart surgery to be carried out in Malawi ended successfully recently at Kamuzu Central Hospital in Lilongwe is very heartening

A3.5.2 Intensification of Noun Phrase

Narratives

- K7.8 His paws were so sharp that if they touched somebody, there were only cuts on the body
- K9.2 There was nothing on the earth but animals.
- K9.13 Mr Lion had such a wide foot that his fellows thought, "If he treads on us we will be crushed to powder."
- K15.25 He called wasps only
- D5.10 you have talked much and of course made very important points
- D5.16 friendship, especially among girls and boys
- D5.26 The Nkukhu mentioned such reasonable facts that
- D6.9 Between us and you who are the more important to your master?
- D6.22 don't you know that you are slaves of both our master and us.
- D6.29 Both different animals started fighting
- S2.12 You are no longer my master!
- S3.7 He used to slaughter chickens only for his visitors, leaving other animals
- S11.3 No one knew their names except their father
- S14.25 One of them Buzi the very big man lay down and drank up all the water
- S14.26 Afterwards there came Bolo the very tall man, who picked up the ring

News

- R1.9 Chiromo in Nsanje and Nchalo in Chikwawa district are the most hard hit areas
- R7.7 In midfield, GZ, CK, and MM need to be in top form
- R28.1 The earth tremor that occurred at about midnight on Friday has claimed more lives in Dedza
- R28.2 Reports say that five more people have so far died from collapsing walls of their houses
- R28.3 At Gwengwe village in Chief Tambala more than 40 houses collapsed,
- R45.10 who said only the police could assist them by checking the delivery note
- R46.21 To meet all this demanding task, the City of Blantyre formed a Blantyre City Conservation Committee
- L9.1 I feel this could be a very expensive venture by Kwathu because only a very small percentage of people in neighbouring countries speak or understand Chichewa.
- L9.7 Patrons should follow both the action and the dialogue
- L29.1 Kindly let me express my utter disappointment
- L29.1 it is childish writing letters in newspapers concerning sports, mostly at club level.
- L29.4 That is why it is always a pleasure to see our chosen team play,
- L29.8 His other worry of what people in other countries will say is yet another unnecessary type of worry

- L10.2 safety belts are enjoying great emphasis and promotion from toad and safety officials
- L14.3 This demand seemed the more unreasonable because the conductor had a hefty bunch of coins
- L15.2 But up to now, I have seen very little by way of effective response
- L49.3 At one time, I actually found 33 packets only in a bale of sugar
- E32.9 Agreed, inflation has hit virtually every country in this world
- E33.4 The workshop is likely to provide much food for thought for the course participants.
- E33.9 The other point is that farmers have generally acquired remarkable experience and knowledge in the use of fertilisers.
- E36.4 Real sportsmen enjoy and indeed cherish the very chance of meeting and sharing ideas, especially in a fairly long-drawn competition like this one
- E37.4 can hope to make much-awaited breakthroughs in finding a cure and vaccine for the disease
- E40.11 We hope the players now in the national teams and even those not yet in it will see the significance of doing the best for one's nation

A3.5.3 Intensification and premodification of Verb Phrase

Narratives

- K1.9 Do you really want to marry my daughter?
- K1.17 but he also failed
- K1.30 he had already finished working
- K7.7 They just kept quiet and humble
- K7.21 He quickly ran to his house.
- K7.23 Again he ran to the Lion's house
- K7.24 The Lion straightaway ran to the pool without hesitation
- K7.32 They just pulled his ears strongly and that is why Kalulu has got big long ears.
- K8.9 When the Lion saw Kalulu, he immediately rushed out of the house with anger but Kalulu cleverly saluted him and the Lion saluted too.
- K8.16 He then ran back to the King
- K9.6 The other animals feared him very much
- K9.18 Mkango quickly ran to the ford.
- K13.10 Kalulu hurriedly turned back to the village and found that girl the friend of Hyena
- K13.12 The girl promptly agreed
- K13.33 The people laughed again
- K15.3 all the animals played and enjoyed themselves very much
- K15.6 Among all the animals there was Hyena, leopard and Kalulu who showed that they would really struggle to win the King's daughter
- K15.15 they stung him so much that he just left the bees and wasps there
- K15.21 I have been told by the angry Leopard that I'll one day rule this forest
- K15.24 When Kalulu heard this he just turned his tail into the bush.
- K15.31 They stung the King so hard that he just left the throne and his daughter who was too dear
- D4.4 Mr Hoe could hardly do the work on his own
- D4.18 so that it should easily be carried home
- D4.20 so that it should easily be cut into pieces
- D4.24 He tried to find this way and that, but he still failed
- D5.15 at the funeral I am still needed.
- D5.16 to indicate friendship, especially among girls and boys you will always find me
- D5.10 and of course made very important points
- D5.11 I myself am of no use as you have already said
- D6.17 You are here just to finish our master's food
- S10.25 I enjoyed myself very much there
- S10.27 You have also failed to tell me a story for one week
- S2.5 if you meet any other pigeons just greet them and tell them my best wishes
- S11.15 He found that they always liked to play under a tree next to their house
- S12.8 so that it should be really well cooked
- S12.15 I'll just watch you

- S14.18 and after telling him, he also accompanied them
 S14.22 they should first pay her the money
 S2.2 it was a wise pigeon who could even speak the language of human beings
 D6.39 Surely they observed his command and stopped it

News

- R6.1 Efficient and responsible teachers should always be dedicated to duty and disciplined in any society,
 R6.4 He added that the Ministry expected them to conform with government and Party regulations to set a good example since the society often copied whatever teachers did.
 R7.7 Bata Bullets, who have lately thrilled their fans with their great cohesion that has won them several games
 R28.8 Houses in many villages have been badly cracked, rendering them dangerous for occupation
 R43.2 During the group's tour of the country, it will, apart from staging normal public shows, also perform for some charities, among whom will be the Lions Club of the Capital City.
 R46.4 The supporting sticks whose purpose is to train trees to grow straight up are also being stolen, allegedly to be used for firewood
 R46.12 2,000 seedlings have since been planted
 R46.20 The programme will also help the City Council embark on a forestry urban exercise
 L8.1 Opposition is hereby given to the idea
 L8.5 I feel if Kwathu indeed travel outside the country, they will end up losing money for nothing.
 L9.6 In drama, however, dialogue and actions matter a lot.
 L9.8 I strongly urge Kwathu to stay at home, as the name suggests,
 L29.1 who in his letter invalidly thinks it is childish writing letters in newspapers
 L29.4 not to mention talking and arguing in our team's support
 L29.7 Surely Blantyre is not in Heaven, or is it?
 L29.9 I'm 99% a BB supporter, who strongly feels it's just too sweet and early to stop
 L30.6 and this year I could actually see just a few mistakes listed above being made by CSS, the winning school.
 L10.3 We, in buses, also need these belts
 L12.3 I was recently gravely concerned to see that among the people who had to receive this lecture was a woman who seemed so ill
 L12.4 I wonder if she really enjoyed that lecture, let alone kept the points covered.
 L16.5 I only hope this sort of cheating will not happen this new school season
 L12.6 But there surely should be a flip-side to this well known fact!
 L17.1 Although I generally love George Matewere's columns of Kwinyani in this newspaper and Kabwerebwere in Police magazine, I have a big problem: the writer usually writes big words that cannot be easily digested.
 L20.3 You simply turn to other means of transport
 L22.2 This has often been a common sight in districts like Lilongwe, Dowa, and Salima, where the dancers even act like traffic policemen,
 L22.3 We really respect our culture, but I think this is an offside move.
 L49.3 At one time, I actually found 33 packets only in a bale of sugar
 L49.5 As you can see, I even lost the little capital I had invested in the bale of sugar
 L49.7 Just imagine the loss!
 L49.9 Will the sugar manufacturers please look into this problem – which is seriously cutting into our profits?
 E32.14 Culprits have been warned and others even taken to court or jail
 E34.8 As for the switchboard operators, the touch of unprofessionalism is also pronounced.
 E36.2 This is as it should be, for almost all nations in this part of the world can openly confess that football has emerged as their most popular game
 E36.4 Real sportsmen enjoy and indeed cherish the very chance of meeting and sharing ideas, especially in a fairly long-drawn competition like this one

- E37.11 But we need to underline a lesson we must have already heard before – that prevention is better than cure
- E40.7 We salute the Malawi leader for – as usual – giving credit where it is due.

A3.6 Relative Clauses

Table A3.6.1: Frequencies of who, which and where clauses in the data.
They are distinguished as restrictive and non-restrictive relative clauses.

		restrictive	non-restrictive
WHO	Narr	27	7
	News	16	18
	<i>sub-tot</i>	43	25
WHICH	Narr	14	7
	News	5	14
	<i>sub-tot</i>	19	21
WHERE	Narr	1	4
	News	4	5
	<i>sub-tot</i>	5	9
Totals		67	55

A3.6.2 WHICH – Relative Clauses

A3.6.2.1 Restrictive – head identifiable only by inclusion of post modification

Narrative

- K8.22 He jumped into the water with all his strength so that he could kill his enemy, but unfortunately the spears which Kalulu had put into the water went into the Lion's belly and he died on the spot.
- K7.22 After reaching his house, Kalulu took three sharp sticks and put them in a pool which had clear water
- K8.15 Kalulu ran home, sharpened his spears, and went to a pond which had clear water
- K9.20 He was stuck with the arrows which Kalulu had trapped in the water
- D6.41 It was due to that occasion which made the situation as it is today
- S2.16 Its moral is that it is not essential to reveal secrets to domesticated pets since they can copy and make something which can make you in great troubles.
- S10.15 Anyone who is willing to marry my daughter should tell a story which will last one week.
- S12.48 It is because of that porridge which burnt their membranes
- S10.5 These locusts also destroyed all the vegetation which the people had planted
- S10.18 The first rich boy came to the King to tell a story which would last one week
- S10.20 Last year I was in Zambia and I visited many places and saw certain houses which are about 50 metres high
- S10.22 This is my story which I wanted to tell you
- S14.7 The tests were: to take up a gold ring which was at the bottom of a deep well filled up with water, to remove away a heap of bones which formed a hill near her house

News

- L47.5 Instead it promotes prostitution and a resentment – on the part of the children – against parents and the home in which they were brought up.
- E34.6 they make the client feel unwelcome – either because of their frowning faces, or because of the crude way in which they talk to the client

- E38.2 Malawi and Zambia will parade at the Kamuzu Stadium for the last of a series of games in which eight nations in this part of Africa took part during the past two weeks
- R1.17 Eric Damiano, 28, carrying a small radio and some sugarcanes, probably voiced out sentiments which were shared by many.
- R4.1 for providing maize, groundnuts and sugar to the people of Salima, when people there did not harvest enough food due to drought which affected the district last year

A3.6.2.1 *Non-restrictive clauses. Head can be identified without post modification, which is additional information – loose relationship, can be substituted by co-ordination*

Narratives

- S10.4 That was a bad period because there were many locusts in the atmosphere which ate the grains of maize in their storage
- S2.10 The pigeon opened his wings and flew up to a high branch on which it perched
- D4.17 After a few days Mr Hand found a dead pig which was killed by a Lion
- D6.31 Unfortunately the dogs broke all their horns which they were using for fighting as well
- D5.5 You should also take note that I am the only one who gives your master milk which he drinks and sells
- D5.18 I produce eggs which each and everybody likes very much
- D5.23 But you, yourself, you can't go away alone unless there should be someone to look after you which is very shameful

News

- R1.9 The thriving trading centre of Makhanga – which boasts several shops, an agricultural research project, an MCDE centre, MYP training base, railway and police stations – Chiromo in Nsanje, and Nchalo in Chikwawa district are the most hard hit areas.
- R8.10 The chickens, which belong to a women's income generating group, regained consciousness after sometime,
- R46.19 The programme, which is also a tree replacement exercise, will replace ageing trees in residential areas and traditional housing areas of the city.
- R1.3 thousands of people who were left marooned at Makhanga due to floods which had reached dangerous levels on Monday night
- R4.5 for establishing the Dowa West burley tobacco scheme which has helped improve the people's tobacco farming
- R5.2 to improve those secondary schools which, since they were established, did not send any single student to secondary school
- L8.3 Chichewa, the language in which Kwathu performs, is not as widely known in neighbouring countries as it is here
- L15.4 Table tennis is a good game, which, if it is well managed, can put Malawi on the map of the world.
- R44.3 They had been waiting for their clothes which were being tailored at the shop.
- E40.3 The big donation by the Malawi leader has drawn cheers not only from the national football players themselves, but also from people throughout the country, who are proud of the players for having emerged convincing victors in the hotly contested tournament in which eight teams participated.
- R4.2 for creating an infrastructure conducive to the promotion of agriculture which was the country's main source of income
- R7.4 This is a game Wanderers have to win if they are to regain the lost confidence of their faithfuls, which started dwindling when the team lost to the anchors of the league table. Red Lions, 0-1 several weeks ago
- L49.9 Will the manufacturers, please, look into this problem – which is seriously cutting into our profits
- E34.2 The Polytechnic in Blantyre held the receptionists workshop which ended yesterday

A3.6.3 WHO Relative Clauses

A36.3.1 Restrictive clauses

Narratives

- S10.15 Anyone who is willing to marry my daughter should tell a story which will last one week.
- S14.6 Nyandovi told the men that anyone who wanted to marry her daughter should first pay her the money and the one who would pass the tests was to marry her
- S10.24 Another boy whose name was Harrison came to tell him a story
- K7.17 "Who is this chap who says that he can stand against me, Lion, the King of the beasts?"
- D6.10 Out of the seven goats Jane answered, "It is we who are more essential members at this place."
- S2.2 It was a wise pigeon who could even speak the language of human beings
- S2.1 Once upon a time there was a man who kept a pigeon in a cage
- S10.1 Long, long ago in the village called Njelengwa there was a famous king who had a beautiful daughter
- S11.12 There lived a monkey who was very clever
- S14.1 This is a story about a widow who had her daughter
- S14.3 Long, long ago there was a widow who had a very beautiful daughter
- S10.28 There was a poor farmer who also wanted to try
- S12.3 There lived a certain woman named Dzenje who took care of the three animals
- S10.17 There were many important men who were willing to marry his daughter
- K8.12 "Oh King," cried Kalulu, "I am afraid to tell you that there is a certain king in this village who claims to be the strongest, and he would like you and him to fight one day so that we should judge who is the strongest."
- K7.14 Kalulu started to speak,, "Sir, I am sorry to tell you that in our village there is someone who says he is strong enough to fight you,"
- K15.4 The King announced that his daughter would get married to someone who was strong honest and courageous.
- S11.9 "If there is anyone who can tell me their names, I will give him my two daughters and two bags of gold."
- D5.26 The Nkukhu mentioned such reasonable facts that now surely there is no one who hates hens
- K 1.20 After the Hippo failed, the King declared that there would be no one who was going to marry his daughter
- D5.4 If you don't know now is your chance to know that there is no one who is more important than I
- D5.5 You should also take note that I am the only one who gives your master milk which he drinks and sells
- D4.4 Mr Hand explained that he was the one who did most of the work carried out in farming
- K13.36 Behold ladies and gentlemen, choose a friend or companion whom you know is a good and promising one
- K15.31 They stung the King so hard that he just left the throne and his daughter who was too dear
- D6.1 Long long ago lived a man who was called Mwiniziweto meaning owner of tamed animals

News

- L16.1 Those who organise film shows at B Sec School can do well to stop taking students for a ride.
- L47.1 Parents who are fond of chasing their daughters from home, just because the daughters have come home late must stop this habit.
- L17.4 Not all of us who read your articles have dictionaries near us!
- L49.1 Many retailers who sell raw brown sugar will agree with me
- L49.6 A friend who purchased three tonnes of sugar found 96 packets less.
- E32.1 Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered
- L 12.3 I was recently gravely concerned to see that among the people who had to receive this lecture was a woman who seemed so ill that she seemed to fail to pull herself together.

- E39.3 it is a Malawian doctor, assisted by several other Malawian medical staff, who carried out the delicate operation
- R1.3 The Government on Tuesday swiftly launched a major rescue operation in the Lower Shire to rescue thousands of people who were left marooned at Makhanga and Chiromo areas
- R1.19 they found many people who had spent days on roof and treetops
- R7.8 Bata Bullets,are expected to re-feature the players who man-handled Tigers.
- R28.11 they were receiving more patients who sustained injuries from collapsing houses
- L17.5 In fact, George is used here as an example of many writers who are guilty of using big words in their articles or short stories.
- E33.10 They are bound to be disgusted by so -called experts who cannot go beyond A,B,C!
- E35.2 the organisation continues to improve the lot for veteran soldiers who had fought courageously in the past two World Wars
- R43.2 During the group's tour of the country, it will, apart from staging normal public shows, also perform for some charities, among whom will be the Lion's Club of the Capital City.

A3.6.3.2 *Non-restrictive clauses*

Narratives

- S10.12 Beside me you see my daughter, whose name is Lutamy
- S14.26 Afterwards there came Bolo, the very tall man, who picked up the ring
- K9.11 "There is another chief in this area above you who challenged that you cannot defeat him
- K15.6 There was Hyena, Leopard and Kalulu who showed that they would really struggle to win the King's daughter
- K15.10 After Hyena came Leopard who was eager and steady to marry the daughter
- K13.2 He was unmarried, so one day when he went fishing he met a beautiful girl whom he asked to marry him.
- S14.35 she was prevented at the door by the tall man and the big one who were outside

News

- L29.1 Kindly let me express my utter disappointment in Mr IEK, who, in his letter published in the MN of March 22, invalidly thinks it is childish writing letters in newspapers concerning sports, mostly at club level
- L29.9 I am 99% a BB supporter who strongly feels it is too sweet an early to stop
- E35.3 The Life President, who is patron of Celom, made the first donation yesterday
- R1.19 A red cross official, who on Monday accompanied the first Police rescue boat to Makhanga, said
- R7.1 Bata Bullets, who last week harassed Admarc Tigers 3-0, tomorrow will set their sights on Limbe Leaf Wanderers
- R7.6 If wanderers, who last Sunday were overrun by Admarc Tigers 2-0, are aiming to return home smiling
- R7.8 Bata Bullets, who have lately thrilled their fans with their great cohesion that has won them several games, are expected to
- R43.4 Dr Kharodia, who is also the second vice chairman for the club, said proceeds from the show, whose tickets will be selling at K10 for stalls and K5 for balcony, will go towards the club's normal charity programmes.
- R44.5 The shop owner, who was not hurt in the accident, later removed the goods from the shop into a store.
- R45.8 The spokesman, who claimed they were one of the highest paying companies (paying the drivers an average of a thousand Kwacha a month), said the concerned driver will lose his job.
- R46.4 The supporting sticks, whose purpose is to train trees to grow straight up, are also being stolen, allegedly to be used for firewood.
- R45.10 "We know that other drivers are involved in this kind of trick," lamented the spokesman, who said only the police could assist them by checking the delivery note to find out whether the load is authorised.

- E40.3 The big donation by the Malawi leader has drawn cheers not only from the national football players themselves, but also from people throughout the country, who are proud of the players for having emerged convincing victors in the hotly contested tournament in which eight teams participated.
- R1.4 caused immense damage to crops, livestock and property, whose estimated total value could be in excess of millions of Kwacha
- R5.2 Hon C was answering a question from the member for Dedza East, Mr JSMC, who asked the minister of Education and Culture to improve those primary schools, which.....
- R7.13 unpredictable Admarc Tigers will confront B E, who are second from bottom of the league table.
- R45.1 A driver with a major transport company in Blantyre escaped unhurt when he had an accident on Tuesday but was not lucky enough to escape the wrath of his employees – who have decided to sack him.

A3.6.4 Where: Relative clauses

A3.6.4.1 Restrictive clauses

Narratives

- D4.5 he should be put on a farm where there was a tree on it
- News
- E34.12 As the polytechnic workshop pointed out, this is also where and how business is lost by many establishments
- E38.6 That's where every participant scored
- E40.7 We salute the Malawi leader for – as usual – giving credit where it is due.
- L12.2 But I think exceptions should be made where the situation demands it.

A3.6.4.2 Non- restrictive clauses

Narratives

- K9.11 to the chief's house where he told Mkango, "There is another chief in this area above you..
- K9.15 down to the river where he thought there was a ford
- S12.43 The frog will go and live in water where his wounds will get healed
- K1.5 There was a river where most of the time her father used to gather with other animals

News

- E40.5 The honour of the audience – where the Life President congratulated the players – remains cherished history.
- E40.4 it came soon after the players had been given an audience by the Ngwazi at Sanjika Palace in Blantyre where the national team went to show the Challenge Cup to the Head of State.
- L29.3 We love its standard of play where football is concerned
- L22.2 This has been a common sight in districts like Lilongwe, Dowa, and Salima, where the dancers even act like traffic policemen
- E39.11 to build Malawi and Malawians from oblivion to the world's forefront where they can be part and parcel of trend-setters

A3.7 MODAL FORMS FOR FUNCTIONS: Scale of Certainty and Scale of Commitment

A3.7.1 Scale of Certainty

A3.7.1.1 CERTAINTY

MUST

D6.15 Then you must be silly indeed."

E34.1 Switchboard operators and receptionists must have learnt valuable lessons that gave them deeper insights into the importance of their work.

E37.11 But we need to underline a lesson we must have already heard before-that prevention is better than cure.

CAN

K7.1 A long time ago, so long that no one can be able to tell, there lived many animals in the Nkhamanga plain.

K7.17 "Who is this chap who says that he can stand against me, Lion, the King of the beasts?"

K15.9 "I am afraid wasps and bees are dangerous and no one can escape their sting," said Hyena, with his eyes on the girl.

D4.11 "Yes, we can manage to do it without any difficulties," answered Mr Hand.

D5.5 moreover I can manage to cultivate and carry anything for your master when due."

S2.16 Its moral is that it is not essential to reveal secrets to domesticated pets since they can copy and make something which can make you in great troubles.

S3.13 "That is the best way we can protect ourselves from being killed."

S12.12 "Today is the day we can teach a lesson to this wicked woman," the frog said.

R45.11 Meanwhile the company has confiscated the maize, waiting for the owner to come forward so that payment for the transportation can be made formally.

L30.2 I, being a small time playwright and director or producer of many plays, can tell some faults made by actors or actresses on stage.

L15.4 Table tennis is a good game, which, if it is well managed, can put Malawi on the map of the world.

L16.1 Those who organise film shows at B Sec school can do well to stop taking students for a ride once too often.

L49.5 As you can see, I even lost the little capital I had invested in the bale of sugar I purchased.

E34.14 This can be made possible by employer's realisation that operators and receptionists need thorough training and supervision because they are the very frontline of their enterprises – and can make or break their business in minutes.

E37.4 Interaction through workshops and other forums is a key way nations in Africa and the world at large can hope to make much-awaited breakthroughs in finding a cure and vaccine for the disease

E37.5 No nation can afford going it alone in this respect

E38.11 This is why we can look back and say, in more than one way, what a great time we have had.

E39.11 It has taken a man of exceptional leadership qualities in the person of the Ngwazi to build Malawi and Malawians from oblivion to the world's forefront where they can be part and parcel of trend-setters

WILL

S2.17 It is just the same to buy a knife new and try to cut your arm, exactly you will be cut with it and you will find him at the pool as you had suggested

K13.19 "Your eyes will see when we come again."

D5.16 To indicate friendship especially among girls and boys, you will always find me.

D6.44 Only your deeds will make you appreciated by your friends

S10.16 If you want to marry my daughter, come to my house and tell me the story which will last one week.

S12.43 The frog will go to live in water where his wounds will get healed

- R7.9 In attack will be the “wonder boy”, Lawrence Waya
- R7.10 The midfield will retain the hard working trio of ML, EM, and CG, while in defence GC, MN, MJ, and AC will guard goalkeeper GW.
- R7.11 The game will be curtain-raised by a BAT Sportsman Trophy clash
- R7.12 Today, at the Escom ground in Blantyre, Bata Bullets and Escom will from 1.30pm, line up to decide who goes to the next round
- R7.13 At 3.30pm, at the same venue, unpredictable Admarc Tigers will confront BE,
- R43.1 A group of Chinese acrobats will soon arrive in the country
- R43.2 During the group's tour of the country, it will, apart from staging normal public shows, also perform for some charities
- R43.31 the group will perform for the Lions at a fund-raising show
- R43.4 Dr Kharodia, who is also the second vice chairman for the club, said proceeds from the show, whose tickets will be selling at K10 for stalls and K5 for balcony, will go towards the club's normal charity programmes
- R43.6 Tonight, the Lions will hold a Casino Night at the Lilongwe Hotel
- R45.9 said the concerned driver will lose his job
- R46.16 K50,000 will be set aside every year
- R46.18 These will be planted on principal, secondary and tertiary roads of the city.
- R46.19 The programme which is also a tree replacement exercise will replace ageing trees in residential areas and traditional housing areas of the city
- R46.20 The programme will also help the City Council embark on a forestry urban exercise that will involve planting of trees in river areas, hills, catchment areas, dambos and conservation sites
- R46.22 This committee will involve the City Council, government and non-governmental organisations to highlight to the public the importance of trees, Mr Kawiya said.
- R46.25 but this year, it was learnt, the emphasis will be put on the Makata Road, where the council will plant a tree belt that will act as a screen at Ndirande
- L8.2 The biggest barrier for such a trip as far as Kwathu is concerned will be language
- L8.6 they will end up losing money for nothing, because spectators will not get the full message of their plays
- L9.2 and they will be able to communicate with their audience
- L30.9 then I must point out that the aims of Drama Festivals will never be fulfilled – it will be a failure, and many schools will cease taking part.
- E32.6 the committee will start functioning immediately, the announcement states.
- E37.9 and will help to make both urban and rural hospitals to be better equipped
- E38.1 A great event in sports – the East and Central Africa Senior Challenge Cup tournament – will come to a climactic end this afternoon in Blantyre
- E38.2 Malawi and Zambia will parade at the Kamuzu Stadium
- E39.10 he or she will provide a ready answer
- E40.12 and patriotism will always be a big score

A3.7.1.2 NIL-CERTAINTY

CANNOT

- K9.11 who challenged that you cannot defeat him.
- D4.35 You can't farm without any tool to use and we too can't work without anyone to hold us.”
- D5.23 But you yourself, you can't go away alone
- L30.5 It's actually boring to watch a play you can't follow!
- L17.1 the writer usually writes big words that cannot easily be digested.
- L20.2 If you can't afford flying, you cannot advise an airline company to stop flights.
- E33.10 They are bound to be disgusted by so-called experts who cannot go beyond A, B, and C!

WILL NOT

- S2.18 It will not say, “You are my master.”
- S10.23 therefore you will not marry my daughter,” the King said.
- S14.29 If you fail you will not get Tamara for your wife
- R46.10 This however will not be enough to prevent the malpractice,” Mr Kawiya said.

- L8.6 they will end up losing money for nothing, because spectators will not get the full message of their plays
- L18.9 and if the dogs are found in a shop, it goes without saying that such people will not feel at home.
- L9.3 But this will not be the case in Zambia or Zimbabwe, for instance.

A3.7.1.3 PROBABILITY

WILL

- K9.13 his fellows thought, "If he treads on us we will be crushed to powder."
- K7.10 Every animal was thinking, "Today or tomorrow, I will be killed."

E32.3 and assume that once again they will get away with it.

MAY

- R5.1 Selection to some secondary schools is highly competitive and that some schools may not perform well over a period of time,
- L18.3 With pets around such people feel out of place and may not enjoy their food.
- E33.8 From time to time these tests unveil breakthroughs or setbacks that need looking at afresh, or else the stereotype expert may be caught on the wrong foot.

WOULD

- K1.20 After Hippo had failed, the King declared that there would be no one who was going to marry his daughter
- K1.23 If he failed there would be no one to marry his daughter
- K15.4 The King announced that his daughter would get married to someone who was strong, honest, and courageous
- D4.16 to see what Mr Hand would use during farming
- S10.18 The first rich boy came to the King to tell a story which would last one week
- S14.6 and the one who would pass the tests was to marry her
- S14.30 and he thought he would not be able to do it
- E32.15 It would be folly for anyone to try the Government's patience farther!

SHOULD

- L9.7 Patrons should follow both the action and the dialogue

A3.7.1.4 POSSIBILITY

CAN

- K8.11 "How can I help you?"
- K13.28 "Can you see?" he shouted.
- K15.23 "How can you rule this forest while your friends have failed to marry my daughter?" groaned the Lion.
- D4.8 "Let's see if you can clear out all the bush without the help of we hands."
- D5.6 "If your master needs, he can sometimes kill me for meat to eat or sell."
- D6.14 "Can you be proud because you are being killed?"
- S11.9 "If there is anyone who can tell me their names, I will give him my two daughters and two bags of gold."
- R1.16 "Can you believe that our village with all our bananas and other crops stood there only last week," said one elderly man, pointing at an expanse of water.
- L15.3 Can't the National Council for Sport and other such pertinent bodies do something positive?
- L30.4 What's the use of acting on stage if the audience can't follow the play?
- L47.2 Since such "expulsions" can be of the duration of two weeks or more, just where do they think their daughters are staying?
- E36.5 They also know that despite the inevitable excitement and emotions, at the end of the day they can have a sigh – because somebody wins and somebody loses.

COULD

- K1.13 The following day came a Hippo to the King and asked if he could marry his daughter.

- K1.26 He cultivated almost three quarters of the garden and he felt that he was so tired that he could not have continued working.
- K8.22 He jumped into the water with all his strength so that he could kill his enemy.
- S10.13 I would be very pleased if she could be married before I die.
- S2.14 They showed me how I could be free and leave your cage
- S3.10 They arranged a meeting to decide what they could do.
-
- R1.4 caused immense damage to crops, livestock and property whose estimated total value could be in excess of millions of Kwacha.
- R1.12 one senior officer at the floods' scene told MN on Wednesday that it was going to take some says before the total cost of damage could be determined.
- R45.10 "We know that other drivers are involved in this kind of trick," lamented the spokesman who said only the police could assist them by checking the delivery note.
- L8.4 Your suggestion, Mr S, could have been pertinent had you said that the proposed trips be made by some of our top drama groups acting in the English language.
- L9.1 I feel this could be a very expensive venture by Kwathu
- L9.2 Here in Malawi, Kwathu could stage their Chichewa plays anywhere and they will be able to communicate with the audience.
- L9.8 I strongly urge Kwathu to stay at home, as the name suggests, and they could boost their work by seeking sponsorship from companies or organisations, apart from individual well wishers.
- L21.3 Could the Post Office please look into this matter?
- MAY
- R7.2 To both teams a loss is very much unwelcome, since they are the only teams that may close in on league leaders MDC United.
- E33.3 As may be guessed from the fairly high-flown topics, it is agricultural experts in their own right attending this course
- MIGHT
- K9.4 He was chosen to be their leader because he was strong enough to withstand all sorts of problems that they might face.
- K9.23 This story teaches us that you should never attempt being proud of your post or else you might misuse it.
- WILL
- L9.7 and if the dialogue will be "Greek" to them, who will bother attending the shows?
- L28.8 His other worry of what people in other countries will say is yet another unnecessary type of worry
- L16.5 I only hope this sort of cheating will not happen in this new school session
- E33.16 We hope the course will provide "fertile" ideas
- E34.3 We only hope that such workshops will be held more often, and that they will be down to earth in dealing with problems and challenges
- E34.13 We hope these workshops will ensure that we see and hear the last of the unbecoming behaviour and conduct
- E38.12 We hope, whichever way this afternoon's game goes, it will epitomise the wonderful sportsmanship that has characterised this tournament
- E40.11 We hope the players now in the national team and even those not yet in it will see the significance of doing the best for one's nation.
- SHOULD
- D5.13 Although the master should kill you, the guest won't say they had killed a member of your family because of him,

A3.7.2 SCALE OF COMMITMENT

A3.7.2.1 INTENTION

MAY

K13.8 "May I go and take it?"

K13.11 Kalulu stopped and said, "May I say something to you?"

WILL

S10.15 Anyone who is willing to marry my daughter should tell a story which will last one week

S10.17 There were many important men who were willing to marry his daughter

S11.9 "If there is anyone who can tell me their names, I will give him my two daughters and two bags of gold."

S12.14 "I mean we will eat all this porridge in her absence and leave her an empty pot," the frog said.

S14.31 But he said to himself, "Because of the beauty of Tamara, I will try."

R46.25 but this year, it was learnt, the emphasis will be put on the Makata Road, where the council will plant a tree belt that will act as a screen at Ndirande

R7.1 Bata Bullets, who last week harassed Admarc Tigers 3-0, tomorrow will set their sights on Limbe Leaf Wanderers at the Kamuzu Stadium Blantyre

R46.7 This means instead of planting new trees, we will go back to replace the stolen or damaged seedlings

L21.1 I think many people will agree with me that letters posted either from

L49.1 Many retailers who sell raw brown sugar will agree with me that

L49.9 Will the sugar manufacturers, please, look into this problem

L9.7 and if the dialogue will be "Greek" to them, who will bother attending the shows?

E36.3 We hope that even in this excitement, participants in the East and Central Africa Senior Challenge Cup this year will not lose sight of the important fact

WOULD

K1.6 and said, "Mr Elephant I would like to marry your daughter, Beauty"

S10.13 I would be pleased if she could be married before I die

K8.12 and he would like you and him to fight one day

K1.7 "Would you manage to do what I am going to tell you?"

K1.15 Hippo challenged the other animals that he would marry Beauty

K7.11 One day Kalulu thought very cleverly that he would go to the Lion's house to discuss with him on the issue

K15.6 who showed that they would really struggle to win the King's daughter

K15.25 because he knew the King would not look at them for a long time

D4.26 so that they would give him food

S2.6 The man said he would do so as he was walking along country roads

R46.23 Mr Kawiya said he would like the tree planting to go hand in hand with landscaping like it was done at Kenyatta Drive

L21.2 I would therefore like to ask the post masters in these areas to help us

E32.6 We would also like to point out the urgency the Government has underlined in probing into this whole problem

R46.3 and some motorist would drive over some of them

R46.24 He said the council would welcome any kind of donations towards the programme

L16.2 claiming that highly entertaining films are in and would be screened at the school

E36.6 We would be taking this breakthrough out of context if we did not point out

SHALL

D4.15 "OK, we shall see what we shall use when time for hoeing comes," said Mr Hoe.

SHOULD

K8.12 "Oh King," cried Kalulu, "I am afraid to tell you that there is a certain king in this village who claims to be the strongest and he would like you and him to fight one day so that we should judge who is the strongest."

K8.25 So what they did was to pull his ears so that they should become long.

- D4.18 so that it should easily be carried home,
 D4.20 so that it should easily be cut into pieces.
 S12.8 One day she cooked some porridge and left it there on the fire so that it should be really well cooked.
 S12.22 When he brought it, the frog bored through its compartments so that the porridge should easily be sucked in.

A3.7.2.2 OBLIGATION

CAN

- D6.25 "OK, let me go and call my fellow friends so that you can verify your speech before them."
 S10.19 "Now you can start your story," the king said.

MAY

- E32.1 Businessmen who love getting rich quick by charging unfairly for their goods and services may count their days numbered

WILL

- S12.15 "You will eat alone"
 S12.42 The wild dove will go and eat in the bushes
 S12.43 The frog will go to live in water where his wounds will get healed

MUST

- K15.11 "You must collect wasps and bees for me if you want my daughter," commanded the Lion.
 D6.16 "Well, you must think deeply, you dogs!
 S10.37 "There are millions and millions of the locusts, so I must finish all of them.
 R6.1 Malawi News – Head Teachers Must Be Efficient, Responsible
 L30.9 Well, if this kind of judgement passed by the judges for reasons best known to themselves continues, then I must point out that the aims of the Drama Festivals will never be fulfilled -
 L47.1 Parents who are fond of chasing their daughters from their home, just because the daughters have come home late, must stop this habit.
 E32.13 We must point out that, in the past, the government has used many ways of checking unfair practices

SHOULD

- K1.11 "Okay, if you want to marry my daughter, you should cultivate my garden without resting," said the King.
 K8.17 "Your majesty, the king has ordered me to tell you that you should meet him at the pond.
 K9.14 Mkango asked Mr Kalulu the Hare to tell the unthinkable chief that they should meet at the boxing pitch.
 K9.17 Kalulu the Hare returned to Mr Mkango and told him that he should go and fight at that place
 K9.23 This story teaches us that we should never attempt being proud of your post or else you might misuse it.
 D4.5 Mr Hand continued to say that if Mr Hoe was argumentative he should be put on a farm where there was a tree on it,
 D4.12 Mr Hoe said to Mr Hand, "The food we have should be shared equally."
 D4.14 If you want some you should go and farm on your own."
 D5.5 You should also take note that I am the only one who gives your master milk which he drinks and sells,
 D5.15 The Nkhuku added "You shouldn't forget that at the funeral I am still needed.
 D5.23 But you, yourself, you can't go away alone unless there should be someone after you which is very shameful
 D6.43 You should consider your fellow friends as you do yourself.
 S10.8 that they should all assemble a meeting to be held early in the morning.
 S10.15 Anyone who is willing to marry my daughter should tell a story which will last one week.
 S3.12 "I as your leader have suggested that whenever we are chased by a person, we should escape," suggested the Cock.

- S14.6 Nyandovi told the men that anyone who wanted to marry her daughter should first pay her the money.
- S14.22 She welcomed the three friends well and told them that they should first pay her the money before she gave them the first test.
- R6.1 Efficient and responsible teachers should always be dedicated to duty and disciplined in any society.
- L8.1 Opposition is hereby given to the idea raised by Mr ES that Kwathu Art Group should arrange to perform to some neighbouring countries.
- L10.3 We in buses also need these belts and this should start with bus drivers.
- L12.2 But I think exceptions should be made, where the situation demands it.
- L12.6 But there surely should be a flip side to this well known fact!
- L19.4 What parents and elders should know is that a good foundation of children's future is needed at an early age.
- L21.4 Lastly congratulations should go to the Post Office for fixing telephones everywhere in the city.
- E35.8 We echo the Malawi leader's appeal that during the week, everyone in the country should make a contribution towards improving the lives and welfare of the war veterans
- E36.2 This is as it should be, for almost all nations in this part of the world can openly confess that football has emerged as their most popular game.
- E37.7 It shows that the efforts the Health Ministry had been making over the past few years of educating the public in the "dos" and don'ts" about the deadly disease have sunk home – as they should.

A3.8 The passive voice

A3.8.1 NARRATIVE: Agentless

- K1.14 He was told the same as the King told the Lion
- K15.8 Hyena was told that he had to bring wasps and bees as a reward to the King
- D4.25 The food he had was finished
- K9.4 He was chosen to be their leader because he was strong enough to withstand all sorts of problems that they might face
- K13.14 The girl was filled with surprise
- K9.24 Thus Mkango, because he was a leader, he did whatever he wanted and his solution has been explained above
- S12.41 From today until further notice you are chased away from my house
- S12.49 Fowls are tamed by people and are well respected because of being honest
- K8.6 The lion's feet were so big and strong that if he struck someone with them, the other animal was left with many wounds
- D4.5 Mr Hand continued to say that if Mr Hoe was argumentative he should be put in a farm where there was a tree on it and be left to cut it alone without any support from anybody
- S12.8 One day she cooked some porridge and left it there on the fire so that it should be really well cooked
- S12.22 When he brought it the frog bored through its compartments so that the porridge should easily be sucked in
- D4.12 The food we have should be shared equally
- D4.18 When Mr Hand saw the dead pig he wanted to cut it into pieces so that it should easily be carried home
- D4.20 In order not to be shy he fetched firewood and heaped it on the dead animal to roast the meat so that it should easily be cut into pieces
- K15.4 The King announced that his daughter would get married to someone who was strong honest and courageous.
- S10.7 The time came for his daughter to be married
- S10.13 I would be very pleased if she could be married before I die
- S10.40 At the end, Lutamyio his beautiful daughter was married to David Chawezi, the poor farmer
- S11.5 The King thought that his two daughters were old enough to be married

- D6.14 Can you be proud because you are being killed?
 K7.10 Every animal was thinking, "Today or tomorrow I will be killed."
 K8.5 The other animals were not happy with the king's deeds but they neither tell their sadness nor react because they were afraid of being killed.
 S12.43 The frog will go and live in water where his wounds will get healed

A3.8.2 NARRATIVE: Agent

- K9.1 Long ago the world was beautifully decorated by flowers
 S12.49 Fowls are tamed by people and are well respected because of being honest
 K13.3 The Hyena was told to be accompanied by a friend
 K15.20 I have been told by the angry Leopard that I'll one day rule this forest
 K9.21 Thus the date of killing the Lion was fulfilled by Kalulu the Hare
 K9.20 He was stuck with the arrows which Mr Kalulu had trapped in the water and died there
 D4.17 After a few days Mr Hand found a dead pig which was killed by a Lion
 D6.44 Only your deeds will make you appreciated by your friends.
 S2.17 It is just the same to buy a knife new and try to cut your arm with it, exactly you will be cut with it

A3.8.3 NEWS: Agentless

- R1.5 One person was reported dead in the disaster by Tuesday
 R28.12 In Mchinji a five year old child is reported to have died and an elderly woman got injured
 R28.2 scores more were injured and left homeless in many parts of the district
 R28.13 The boy is identified as JB from C Village in Chief M's area
 R28.14 The tremor is also reported to have cracked a number of buildings in many parts of the district
 R1.12 told MN on Wednesday that it was going to take some days before the total cost of damage could be determined
 R5.2 those primary schools, which, since they were established, did not send any single student to any secondary school
 R7.8 Bata Bullets, ..., are expected to re-feature the players who man-handled Tigers.
 R45.7 According to the spokesman, the driver is alleged to have said
 R45.10 We know that other drivers are involved in this kind of trick
 R28.7 They were rushed to hospital for treatment.
 R44.2 The two children were rushed to Ntcheu District Hospital for treatment
 R28.8 Houses in many villages have been badly cracked, rendering them dangerous for occupation
 R1.8 More canoes and boats were deployed on Thursday to
 R45.11 so that payment for the transportation can be made formally
 R46.3 Seedlings are being stolen, terminal shootings of the seedlings are being damaged and some motorists would drive over some of them
 R46.4 The supporting sticks whose purpose is to train trees to grow straight up are also being stolen, allegedly to be used for firewood.
 R46.15 When the programme to make the city green was started last year, it was not on the budget
 R46.16 This year, and for the coming five years, the exercise is supposed to run, K50,000 will be set aside every year.
 R46.17 About 4,000 trees are expected to be planted this year
 R46.18 These will be planted on principal, secondary and tertiary roads in the city.
 R46.22 Mr Kawiya said he would like the tree planting to go hand in hand with landscaping like it was done at the Kenyatta Drive
 R46.24 Last year much of the work was done on the Kenyatta Drive, but this year it was learnt that emphasis will be put on the Makata Road,
 L8.1 Opposition is hereby given to the idea raised by
 L8.3 Chichewa, the language in which Kwathu performs, is not as widely known in these other countries as it is in our country here
 L8.5 English as you know is widely spoken and known in neighbouring countries and further afield

- L13.2 A major highlight of the completion of the course, we had been told, was to be the provision of a basic tool kit to the brother and his other students
- L13.3 This promise had been made in black and white on an intake form
- L13.6 When was this promise erased?
- L12.3 I was recently gravely concerned to see that among the people who had to receive this lecture was a woman who seemed so ill that she seemed to fail to pull herself together
- L16.2 These organisers like mounting posters claiming that highly entertaining films are in and would be screened at the school
- L16.3 Come screening time, however, the advertised films are nowhere to be seen, and only substitutes – often old and torn films – are projected
- E33.1 Deep-rooted issues regarding fertiliser as a solution to increased crop production are currently being discussed in Blantyre
- L19.4 What parents and elders should know is that a good foundation of children's future is needed at an early age.
- E37.1 The Ministry of Health needs to be commended for leaving no stone unturned
- E37.3 The three cited aspects of waging war against AIDS are all needed
- E33.6 But even after having come this far, a deeper understanding of the magic stuff called fertiliser is needed for both experts and ordinary farmers
- E37.12 A change in social behaviour, mainly curbing promiscuity – since sexual intercourse is the main way of contracting AIDS – is needed
- E34.7 As for the switchboard operators the touch of unprofessionalism is also pronounced.
- E34.8 Clients are often not attended to in time – because of unexplained dilly-dallying.
- E34.9 These weaknesses are most pronounced soon after employees start work officially, just before and after lunch, and just before knock off time.
- E34.10 On pay days most operators somehow cover up for long absences from work by letting callers be entertained to the engaged tone almost the whole day!
- L12.2 But I think exceptions should be made, where the situation demands it.
- L19.5 I feel pity seeing children of this age being forced to sell mangoes and other things at the market.
- L19.6 Please, parents, let children be properly taught and guided.
- L47.5 Instead, it promotes prostitution and resentment – on the part of the children – against parents and the home in which they were brought up.
- L18.6 a cat ate all my meat as I was temporarily engaged in an aside with a friend
- L18.9 if the dogs are found in a shop, it goes without saying that such people will not feel at home.
- L17.1 the writer usually writes big words that cannot easily be digested
- L17.5 In fact George is used here as an example of many writers who are guilty of using big words in their articles or short stories.
- L49.1 the packing of raw brown sugar has a lot to be desired.
- E32.14 Culprits have been warned and others even taken to court or jail
- E33.3 As may be guessed from the fairly high-flown topics, it is agricultural experts in their own right attending this course,
- E33.8 or else the stereotype expert may be caught on the wrong foot
- E34.3 We only hope that such workshops will be held more often
- E37.9 and will help to make both urban and rural hospitals to be better equipped regarding this disease
- E39.1 News that the first ever open heart surgery to be carried out in Malawi ended successfully recently
- E39.6 it is one of a series being recorded in this country in various fields
- E39.10 If any Malawian is asked why and how these strings of success stories unfold like this, he or she will provide a ready answer
- A3.8.4 NEWS: Agent**
- R1.6 Contacted by phone yesterday the Nsanje DC's office said
- R28.6 Three more people were seriously injured by falling walls of their house at Chipangu Vge in Chief Tambala

- R28.12 and an elderly woman got injured after being crashed by debris and falling beams following the Thursday tremor.
- R7.11 The game will be curtain raised by a BAT Sportsman Trophy clash between Admarc Tigers and MHC
- R46.11 This tree cover programme was instituted last year by the City of Blantyre as a counter for pollution
- L8.4 Your suggestion, Mr S, could have been pertinent had you said that the proposed trips be made by some of our top drama groups acting in the English language
- L30.6 and this year I could actually see just a few mistakes listed above being made by CSS, the winning school.
- L18.2 The point is that certain people (customers) get very petrified with pets
- L20.5 My English has improved after getting inspired by some of George's works
- L48.1 I am impressed by the provision of a Cityline bus by the United Transport (Malawi) Ltd, between Mzuzu and Nkhata Bay every weekend.
- E32.7 that profits are best made not by overcharging consumers for goods and services, but from large turnovers at affordable prices
- E33.10 They are bound to be disgusted by so-called experts
- E33.13 It is no secret that farmers have sometimes been hit by the non-availability of fertilisers
- E34.12 As the Polytechnic workshop pointed out this is also where and how business is lost by many establishments
- E34.14 This can be made possible by employers realisation that operators and receptionists need thorough training and supervision
- E35.3 his appeal needs to be heeded by everyone in the country
- E38.5 This is evidenced by the fact that no bad or embarrassing acts rocked the tournament
- E39.3 it is a Malawian doctor assisted by other Malawian medical staff who carried out this delicate operation
- E40.4 the players had been given an audience by the Ngwazi at Sanjika Palace

Appendix 4

Additional detail for theme and rheme focus, and further examples of lexical chains in texts

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A4.1 Listing of additional detail in post theme position

A4.1.1 Referential repetition of NP to establish status:

Narratives

- D4.9 You Mr Hand you have forgotten one thing
D4.12 because we both worked together
D5.11 I myself am of no use as you have already said
D5.23 But you, yourself, you can't go away alone
K9.5 Mr Mkango the Lion was so happy that he began boasting ... (K9.3,
K9.7 For quite a long time Mr Kalulu the Hare heard these complaints from his friends
K9.17 Kalulu the Hare returned to Mr Mkango
D10.8 Mr Katswayo the King told his messengers to go and announce to the people
D10.40 At the end Lutamyo his beautiful daughter was married to David Chawezi, the poor farmer
S14.25 One of them Buzi the very big man lay down and drank up all the water

News

- L11.5 Please, taximen, you have done well in the past – don't lose that cleanliness now.
R4.1 The MP for Salima Central, Mr A H, paid tribute to the Ngwazi for providing maize, ground nuts and sugar to people in Salima when people there did not harvest enough food due to drought which affected the district last year.
R1.2 The MP for Mchinji, Mrs HKB, praised the Life President for creating an infrastructure conducive to the promotion of agriculture
R4.5 The member for Dowa North, Mr BLKB, said the people of Dowa were grateful to the Ngwazi for establishing the Dowa West Burley tobacco scheme
R5.1 the Minister for Trade, Industry, and Tourism, Hon RC told Parliament on Monday.
R6.1 the Ntchisi District Education Officer, Mr NKN said on Saturday at Ntchisi boma.
R46.6 a clearly disturbed Parks and Recreation Manager of City of Blantyre Mr Robert Kawiya said this week
E40.2 The Treasurer General of the Malawi Congress Party, Hon. John Tembo, presented cheques on behalf of the Life President to the Chairman of FAM, Justice Richard Banda, at a ceremony held at the party's National HQ in Lilongwe.

A4.1.2 Insertion of Justification

Narratives

- K9.24 Thus Mkango, because he was a leader, he did whatever he wanted
K13.9 The Hyena, unaware that this was a trick, he agreed to wait
K13.25 Hyena, seeing the distance was very short, he agreed
S3.12 I as your leader have suggested that whenever we are chased by a person ...
K9.24 Thus Mkango, because he was a leader, he did whatever he wanted, and his solution has been explained above

News

- L30.2 I, being a small time playwright and director or producer of many plays, can tell some faults made by actors or actresses on stage.

A4.1.3 Defining detail for specificity

News

- L10.3 We, in buses, also need these belts
E38.1 A great event in sports – the East and Central Africa Senior challenge Cup Tournament – will come to a climactic end this afternoon in Blantyre.

- L30.9 Well, if this kind of judgement passed by judges, for reasons best known to themselves, continues, then I must point out that the aims of Drama Festivals will never be fulfilled – it will be a failure and many schools will cease taking part.
- E40.5 The honour of the audience – where the Life president congratulated the players – remains cherished history.
- E37.4 Interaction, through workshops and other forums, is a key way nations in Africa and the world at large can hope to make much awaited breakthroughs in finding a cure and a vaccine for the disease.
- L8.3 Chichewa, the language in which Kwathu performs, is not as widely known in these other countries as it is in our country here.
- L16.3 Come screening time, however, the advertised films are nowhere to be seen, and only substitutes – often old and torn films – are projected
- L29.1 Kindly let me express my utter disappointment in Mr IEK, who, in his letter published in the MN of Mar22, invalidly thinks it is childish writing letters in newspapers concerning sports, mostly at club level.
- R46.1 Vandalism in the City of Blantyre, especially on the Chikwawa road, is making progress on the tree cover programme very difficult.
- E32.8 It is unfortunate that despite such thorough guidance, some businessmen – and here we mean both small and big businessmen – continue to impose excessive prices on their goods and services

A4.1.4 Specificity and Justification

News

- L47.1 Parents who are fond of chasing their daughters from their home, just because the daughters have come home late, must stop this habit!
- E37.12 A change in social behaviour, mainly curbing promiscuity – since sexual intercourse is the main way of contracting Aids – is needed
- R 45.8 The spokesman who claimed they were one of the highest paying companies (paying the drivers an average of a thousand Kwacha a month) said the concerned driver will lose his job since he had abused his position

A4.1.5 Evaluation/Condition of perspective

News

- L15.4 Table tennis is a good game which, if it is well managed, can put Malawi on the map of the world.
- L13.2 A major highlight of the completion of the course, we had been told was to be the provision of a basic tool kit to the brother and his other students
- L8.5 English, as you know, is widely spoken and known in neighbouring countries and farther afield
- L8.2 The biggest barrier for such a trip, as far as Kwathu is concerned, will be language
- E36.3 We hope that even in this excitement, participants in the East and Central Africa Senior Challenge Cup this year will not lose sight of the important fact that they are sportsmen
- L29.2 In case he doesn't know, as fans of either Bata Bullets or Limbe Leaf Wanderers, we love the team that appeals to us.
- E38.4 However it is heartening to realise that, even in the face of the anger, frustrations and disappointment, a spirit of compromise prevailed.
- L9.7 Patrons should follow both the action and dialogue and if the dialogue will be Greek to them, who will bother attending the shows?
- L18.9 Even in a religious context, some regard dogs as profane and if the dogs are found in a shop, it goes without saying that such people will not feel at home.
- L14.4 I have seen this sort of attitude on two occasions and , it seems, the conductors love doing this on their last trip before winding up the day's shift.
- E32.12 This is why the people have complained and – being the people's organ – the Government has reacted accordingly.

- L47.5 Instead, it promotes prostitution and resentment – on the part of the children – against parents and the home in which they were brought up.
- E37.2 Blantyre District Development Committee (DDC) members sought new ways of stopping the spread of the disease and, only yesterday, the Government of Japan, through service bodies, gave the Ministry of health a consignment of blood-screening equipment.
- E35.5 As Celom – under the guidance of the Father and Founder of the nation, the Ngwazi – has shown, the veterans are an indispensable asset for Malawi.

A4.1.6 Particles for emphasis

News

- L12.5 I know that the lectures are vital because they are preventive – and prevention, indeed, is better than cure.
- L8.6 If Kwathu indeed travel outside the country, they will end up losing money for nothing because spectators will not get the full messages of their plays
- E39.8 International awards have come home, for example, in *competitions ranging from rural housing to a radio play sample*.
- L21.3 Could the Post Office, please, *look into this matter?*
- E32.7 The highlight of the announcement of course was the reference to the wise teaching His excellency the Life President himself has given to business in this country – that profits are best made not by overcharging consumers for goods and services, but from large turnovers of goods at affordable prices.

A4.1.7 Additional proposition

News

- R1.1. Out on normal duty in the Lower Shire this week, our reporting crew, comprising MK, AM, and headed by FM got trapped by the floods at Bereu Trading Centre.
- R1.4 The floods, believed to be the worst to hit the Lower Shire since 1956 – have left thousands of families homeless and cause immense damage to crops, livestock and property, whose estimated total value could be in excess of millions of Kwacha.
- R1.9 The thriving trading centre of Makhanga – which boasts several shops, an agricultural research project, an MCDE centre, MYP training base, railway and police stations – Chiromo in Nsanje, and Nchalo in Chikwawa district are the most hard hit areas.
- R1.10 The Nchalo floods – affecting a large area from Bereu village near the now almost washed away Mwanza river bridge – have forced the closure of the road from this point to destinations further south.
- R1.11 The floods, bursting at the seams of Mw, Mphw, and Nkombe rivers, have caused extensive damage to part of the vast sugar plantations and the irrigation system of Sucoma, rendering homeless thousands of people at Bereu village and other villages surrounding Nchalo trading centre.
- R1.13 When Malawi News reached Bangula late Tuesday afternoon, the rescue operation at Makhanga and Chiromo, (areas only accessible by rail up to Chiromo Bridge) had already swung into action.
- R1.19 A red cross official, who on Monday accompanied the first Police rescue boat to Makhanga, said they found many people who had spent days on roof and tree tops waiting to be rescued.
- E35.3 The Life President, who is Patron of Celom, made the first donation yesterday and this appeal needs to be heeded by everyone in the country.
- R28.10 The chickens, which belong to a women's income generating group, regained consciousness after sometime, agriculture staff at the Centre told Mana.
- R43.4 Dr Kharodia, who is also the second vice chairman for the club, said proceeds from the show, whose tickets will be selling at K10 for stalls and K5 for balcony, will go towards the club normal charity programmes.
- R46.4 The supporting sticks whose purpose is to train trees to grow straight up are also being stolen allegedly to be used for firewood

- R7.1 Bata Bullets, who last week harassed Admarc Tigers 3-0, tomorrow will set their sights on Limbe leaf Wanderers at the Kamuzu Stadium Blantyre.
- R7.6 If Wanderers, who last Sunday were overrun by Admarc Tigers 2-0, are aiming to return home smiling, the defence of HG, FM, AC, and SK has to seal up all the holes drilled by Admarc Tigers.
- R7.8 Bata Bullets, who have lately thrilled their fans with their great cohesion that has won them several games, are expected to re-feature the players who man-handled Tigers
- R44.5 The shop owner, who was not hurt in the incident, later removed the goods from the shop into a store
- R46.19 The programme which is also a tree replacement exercise will replace ageing —trees in residential areas and traditional housing areas of the city
- R46.16 This year, and for the coming five years the exercise is supposed to run, K50,000 will be set aside every year.

A4.2 Focus in rheme

A4.2.1 Subject inversion

Narratives

- K1.13 The following day came a Hippo to the King

News

- R7.9 In attack will be the "wonder boy", Lawrence Waya,

A4.2.2 Pre-"new" interrupting constructions

News

- E40.7 The Life President has – as usual – given *credit where it is due*.
- E39.2 A breakthrough like this one shows that things are looking up – and in a big way -within the Ministry of Health
- E32.3 Some businessmen are likely to shrug and assume that, once again, they will *get away with it*.
- R43.4 Dr Kharodia, who is also the second vice chairman for the club, said proceeds from the show, whose tickets will be selling at K10 for stalls and K5 for balcony, will go *towards the club normal charity programmes*.
- R43.2 During the groups' tour of the country, it will, apart from staging normal public shows, also *perform for some charities*, among whom will be the Lions Club of the Capital City.

A4.2.3 Post "new" comment

A4.2.3.1 Referential repetition in the noun phrase

Narratives

- K1.6 Mr Elephant, I would like to marry *your daughter* Beauty
- K7.17 who is this chap who says that he can stand against *me*, Lion, King of the beasts
- K13.10 Kalulu hurriedly turned back to the village and *found that girl* the friend of Hyena
- D4.8 Let's see if you can clear out all the bush without the help of *we* Hands
- S10.14 My appeal is over to *you* gentlemen
- S11.6 One day he sent *his servant* Mr Lizard to tell all the people to meet at the King's compound.
- S14.20 After four weeks they reached *Bungu*, the widow's village
- S14.26 Afterwards there came *Bolo* the very tall man who picked up the ring

News

- L30.6 This year I could actually see just a few mistakes listed above being made by CSS, the winning school
- E33.3 As may be guessed from the fairly high-flown topics it is agricultural *experts in their own right attending this course, officers from the Ministry of Agriculture, the Agricultural Development and Marketing Division (ADMARC), the Smallholder Fertiliser Revolving Fund and Optichem (Malawi) Ltd.*
- E39.10 we owe it all to *the Father and Founder of the Nation, HE the Life President, Ngwazi Dr H Kamuzu Banda.*

A4.2.3.2 Conceptual repetition/paraphrase of proposition

Narratives

- D4.17 but he *left* all the meat without eating it.
- D 4.5 and be left to cut it *alone* without any support from anybody
- D7.4 This king was *very strong* and because of his strength he used to *eat* his friends as meat.
- S10.11 I am too old enough to rule over you and *my last hours have come, I mean death*

News

- L19.1 some parents and guardians *leave their children roaming about* without going to school

A4.2.3.3 Contrastive co-ordinates

Narratives

- D5.12 If here at home a guest comes, the master needs *to kill one member of my family* and not you as are there.
- D6.12 Well if your master needs relish he *always kills us* and not you dogs announced Jane with great pride
- D5.13 Although the master should kill you, the guest won't say they had killed *a member of your family because of him,* no but myself.

A4.2.3.4 Specifying comment

News

- E39.3 What is most striking is the fact that it is *a Malawian doctor, assisted by several other Malawian medical staff,* who carried out this delicate operation.
- L17.6 I know that big words sometimes save space and time in communication but the problem caused is *usually enormous – many readers don't understand the story, they become bored and discontinue reading it.*
- E38.12 We hope whichever way this afternoon's game goes, it will epitomise the *wonderful sportsmanship that has characterised this tournament-* that of brothers and sisters bent on winning or losing gracefully.
- E39.10 If any Malawian is asked why and how these strings of success stories unfold like this, he or she will surely provide *a ready answer – that we owe it all to the Father and Founder of the Nation, HE the Life President, Ngwazi Dr H Kamuzu Banda.*
- E32.7 The highlight of the announcement of course was the reference to *the wise teaching His excellency the Life President himself has given to business in this country – that profits are best made not by overcharging consumers for goods and services, but from large turnovers of goods at affordable prices.*
- L30.9 Well, if this kind of judgement passed by judges for reasons best known to themselves continues, then I must point out that the aims of Drama Festivals *will never be fulfilled – it will be a failure and many schools will cease taking part.*
- E33.13 It is no secret that farmers have sometimes been hit by *the non-availability of fertilisers, either through production or transportation problems – or both.*

A4.2.3.5 Evaluation

Narratives

- D5.11 I myself am of *no use*, as you have already said.
K7.23 and you will *find him at the pool*, as you had suggested yourself
K13.13 "I think," he started, "that it is not polite for you to marry *a slave*, you being a daughter of a chief."
D5.23 But you, yourself, you can't go away *alone*, unless there should be *someone after you*, which is very shameful.
D5.18 I produce *eggs*, which each and everybody likes very much.

News

- E37.7 It shows that the efforts the Health Ministry had been making over the past few years of educating the public in the "do's" and "don'ts" about the deadly disease *have sunk home* – as they should.
R4.2 for creating an *infrastructure conducive to the promotion of agriculture*, which was the country's main source of income.

A4.2.3.6 Justification

Narratives

- K9.19 he *plunged* into the water aiming to catch *his foe* as he thought
D4.6 Mr Hand was *quiet* waiting for what Mr Hoe would do

News

- E33.11 We, therefore, urge participants *to take this course seriously*, particularly in the light of the fact that the nation's growing population of up to 7.9 million people increases the demand for more food quality and quantity from any plot of land.
E36.4 Real sportsmen enjoy and indeed cherish *the very chance of meeting and sharing ideas*, especially in a fairly long drawn competition like this one
E33.8 From time to time, these tests unveil breakthroughs or setbacks that need looking at afresh – or else the stereotype expert may be caught on the wrong foot.
E34.6 they make the client feel *unwelcome* – either because of their frowning faces or because of the rude way in which they talk to the client.
E36.5 They also know that despite the inevitable excitement and emotions, at the end of the day they *can have a sigh* – because somebody wins and somebody loses
E33.5 This is so because *there is much to reflect upon* – given the fact that fertilisers have been the key to the agricultural transformation Malawi has undergone, to the extent of chalking up the feat of being self sufficient in food for many years.
L8.6 If Kwathu indeed travel outside the country, they will *end up losing money for nothing* because spectators will not get the full messages of their plays

A4.3 Lexical Chains

Report 1 – Floods devastate Lower Shire Areas

Out on normal duty in the Lower Shire		
this week,		our reporting crew, comprising MK,AM, and headed by FM, got
trapped by	the floods	
at Bereu Trading Centre.		
In these reports,		they capture scenes in affected areas and recount
	the swift rescue action taken by	
	the Government to evacuate	
	flood victims.	
The Government on		
Tuesday swiftly launched	a major rescue operation in the Lower Shire	
	to evacuate	
	thousands of people who were left marooned	
at Makhanga and Chiromo areas		
	due to floods which had reached dangerous levels on Monday night.	
	The floods – believed to be	
	the worst to hit the Lower Shire since 1956 – have left	
	thousands of families homeless	
	and caused immense damage to crops, livestock and property,	
	whose estimated value could be in excess of millions of Kwacha.	
	One person was reported dead in the disaster by	
Tuesday.		
Contacted by phone yesterday, the	Nsanje DC's office said	
	the majority of people	
	had been evacuated and were temporarily sheltered	
at Bangula Trading Centre, where the Red Cross and other charities are expected to pitch tents		
and erect other makeshift shelters to accommodate		
victims and provide them with relief provisions.		
By yesterday,	the DC's office said, it was difficult to know the exact	
	number of victims, but estimated the figure at	
	not less than 10,000 individuals	
	for Makhanga and Chiromo areas.	
More canoes and motor boats were deployed on		
Thursday to speed up	the operations,	
	the DC's Office said.	
The thriving Trading Centre of Makhanga –		
which boasts several shops, an Agricultural Research Project, an MCDE centre, MYP training		
base, railway and police stations –		
Chiromo in Nsanje, Nchalo in Chikwawa district are the most hard hit areas.		
The Nchalo floods – affecting a large area from		
Bereu Village near		
the now almost washed away Mwanza river bridge – have forced the closure of the road from		
this point to destinations further south.		
The floods – bursting at the seams of Mw, Mphw, and Nkombe rivers, have caused		
extensive damage to part of the vast sugar plantations and the irrigation		
system of Sucoma, rendering homeless		
thousands of people		
at Bereu village and other villages surrounding Nchalo Trading Centre.		
Until yesterday Sucoma officials were making an aerial survey and assessment of		
the damage to the sugar estate and one senior officer at		
the floods' scene told MN on Wednesday that it was going to take some days		
before the total cost of the damage could be determined.		

(continued)

When MN reached
Bangula late
 Tuesday afternoon, the rescue operation
 at Makhanga and Chiromo,
 (areas only accessible by rail up to Chiromo Bridge) has already swung into action.
 Many rescued victims had temporarily sought shelter on the khondes of some shops
 at Bangula, and
 more were streaming into the trading centre,
 carrying the only possessions they could manage to save.
 As we defied rains and proceeded to go
 to Chiromo bridge by foot, we met
 more victims coming
 to Bangula, most of them lost for words to narrate their ordeal.
 "Can you believe that our village with all our bananas and other crops stood there only last week,"
 said
 one elderly man, pointing at
 an expanse of water.
 Eric Damiano, carrying a small radio and some sugarcanes, probably voiced out
 sentiments which were shared by
 many.
 "I have seen and lived with
 floods for sometime, but this time
 I am not going back
 to Makhanga, even if
 the water recedes tomorrow."
 A Red Cross Official, who on Monday accompanied the first Police rescue boat to
 Makhanga, said they found
 many people who had spent days on roof and tree tops waiting to be
 rescued.
 It was pathetic to hear the distraught calls of
 people stranded.
 Around Nchalo sugar transporters and other motorists
 on Wednesday suddenly found themselves driving towards
 a cul-de-sac of a "lake", just before the last plantations.
 Travellers going either
 to Nchalo or Chikwawa have to cross
 the one-and-a-half kilometre distance of floods on foot, taking one-and-a-
 half hours to wade through
 the waist deep water in order to reach
 the bridge on Mwanza River.

Report 45 Driver Escapes Unhurt after accident but Gets the sack

A driver with a major transport company in Blantyre escaped unhurt when he had an accident on Tuesday, but was not lucky enough to escape the wrath of his employees – who have decided to sack him. They have alleged he was carrying an unauthorised load of maize. A spokesman of Fersons told the Daily Times one of their trucks overturned at Mandala just before the roundabout at around 4 a.m. He said the truck was carrying unauthorised maize following his trip to Lilongwe to deliver tobacco. On return the driver acquired an unauthorised load of maize from Dedza. In his haste to unload the maize before reporting for work at 7 a.m., Jamu Makawa, the driver, was in a rush that caused him to overturn. According to the spokesman, the driver is alleged to have said the 30 tonne truck did not have brakes in a statement to police. He dismissed the claim saying they had tried the truck and it has brakes, adding that after all the truck uses air type of brakes. The spokesman, who claimed they were one of the highest paying companies (paying the drivers an average of a thousand Kwacha a month) said the concerned driver will lose his job since he had abused his position. "We know that other drivers are involved in this kind of trick," lamented the spokesman who said only the police could assist them by checking the delivery note to find out whether the load is authorised. Meanwhile the company has confiscated the maize, waiting for the owner to come forward so that payment for the transportation can be made formally.

Letter 12 By George

Although	I generally love		
George Matewere's		columns of Kwinyani in this newspaper	
		and Kabwerebwere in Police Magazine,	
	I have a big problem:		
the writer usually writes		big words that cannot be easily digested.	
	The problem	is that these words sometimes come one after another!	
Please, George, try to use		simple straightforward words	
		in your articles.	
	Not all of us who read		
In fact, George	is used here as an example of		
many writers who are guilty of using big words		your articles have dictionaries near us!	
		in their articles or short stories.	
	I know that	big words sometimes save space and time in	
communication, but			
	the problem caused is usually enormous –		
	many readers don't understand the story.		
	They become bored and discontinue reading		
		it.	
Please, think		"small"	
writers!			

Letter 7 A Ticket to Ride

Mine is a complaint on how	some cityline conductors	are mistreating
passengers.		
I was very flabbergasted to see a conductor		refusing to allow
people to board the bus		
just because they did not have	exact busfares.	
	This demand seemed the more unreasonable	
because	the conductor had a hefty bunch of coins.	
I have seen this sort of attitude on two occasions		
and, it seems,	the conductors love doing this on their last trip before winding	
up the day's shift. Please,	stop this,	
	conductors!	

The Ministry of Health needs to be congratulated for *leaving no stone unturned in the fight against the deadly Acquired Immune Deficiency Syndrome (AIDS)*.
Over the past week, for example,

Aids has been in the news in at least three respects:

Malawi hosted a three day international workshop that drew high flown medical experts from 19 African countries:

Blantyre District Development Committee (DDC) members sought new ways of stopping the spread of the disease, and only yesterday

the Government of Japan, through service bodies, gave the Ministry of Health a consignment of blood screening equipment.

The three cited aspects of waging war against Aids are all needed.

Interaction through workshops and other forums is a key way nations in Africa and the world at large can hope to make much-awaited breakthroughs in finding a cure and vaccine for the disease.

No nation can afford going it alone in this respect.

When institutions and individuals all over the country start

reviewing social attitudes and adapting safe ways of avoiding

Aids, then things are looking up. It shows that the efforts the Health Ministry had been making over the past few years of educating the public in the "do's" and "don'ts" about the deadly disease have sunk home – as they should.

From a technical point to view, it is imperative for the Health Ministry to have

more equipment for diagnosing the disease.

This is why yesterday's presentation to

Malawi of blood screening kits from Japan is most welcome, and will help to make both urban and rural hospitals to be better equipped, regarding this disease.

We know that people throughout the world are keeping their fingers crossed about finding

an Aids cure and vaccine.

But

we need to underline a lesson we must have already heard before

– that prevention is better than cure.

A change in social behaviour, mainly

curbing promiscuity –

since sexual intercourse is the main way of contracting

Aids – is needed.